

Vermont Department of Libraries
Library Services and Technology Act
(LSTA)
Grants to States Implementation Evaluation
FFY 2013 – FFY 2017

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TABLE OF CONTENTS

Evaluation Summary	1
Evaluation Report	6
Introduction	6
Background	7
Retrospective Questions (Section A)	9
Goal 1	9
Goal 2	14
Goal 3	20
Process Questions (Section B)	29
Methodology Questions (Section C)	29
Appendix A: Acronyms	A-1
Appendix B: Interviewees/ Focus Groups	B-1
Appendix C: Bibliography of Documents Reviewed	C-1
Appendix D: Focus Group Questions	D-1
Appendix E: Web-Survey Instrument	E-1
Appendix F: Measuring Success Table	F-1
Appendix G: Targeted Audiences Table	G-1
Appendix H: Expenditure Tables	H-1
Appendix I: Web-Survey Report	I-1

Evaluation Summary

It is impossible to assess the Vermont Department of Libraries' (VTLIB) implementation of its ***Library Services and Technology Act: Five-Year State Plan For Federal Fiscal Years 2013 – 2017*** without discussing the context within which the implementation took place. If a baseball analogy is used, VTLIB has come off a very bad season and is now in the process of “rebuilding.”

In 2012, when the 2013 – 2017 plan was written, VTLIB had 26 positions. This was down from a staffing compliment of over 30 a decade earlier. In State Fiscal Year (SFY) 2016, seven positions were lost. Four were lost due to budget reductions, and three were lost to retirement incentives prompted by a State budget crisis. Positions lost to retirement under the incentive program were not replaced. Together, the cuts and retirements represent a 27% reduction in staffing on top of earlier cuts of a similar magnitude.

In SFY 2017, the Department of Libraries has 19 authorized positions, only ten of which are filled. To create more flexibility for restructuring and to free up funding for the long overdue replacement of the aging Vermont Automated Library System (resource sharing system), the Department of Libraries delayed filling staff vacancies. Hiring staff has now become a priority of the Department to provide the library services that Vermonters require. One position was filled in October 2016, one was filled in February 2017, and five positions are currently in various stages of the hiring process. Adding to the degree of difficulty, the election of a new Governor has resulted in a change in the administration of VTLIB. The evaluators worked with both the former State Librarian and the current Acting State Librarian in developing this evaluation.

The evaluators find that VTLIB has done a remarkably good job of pursuing the goals set out in its five-year Library Services and Technology Act (LSTA) Grants to States Plan¹ under dire circumstances. Given Vermont's 2015 estimated population of 626,042, the state's annual LSTA allotment of approximately \$1 million per year translates into slightly less than \$1.46 per person on an annual basis. LSTA funds alone are obviously inadequate to meet the library and information needs of all Vermont residents. The Vermont Department of Libraries' (VTLIB) challenge has been to find ways to make \$1.46 per person transformative in terms of library services, to leverage a small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services.

VTLIB's LSTA program has moved forward because of the efforts of an over-worked, thinly stretched, but extremely devoted, state library administrative agency (SLAA) staff. Although Vermont has not achieved all of its LSTA goals, it has made good progress in all areas and, over the course of the last year, has been laying the groundwork for future success. Measured in terms of accomplishing much with little, the evaluators find much of which the VTLIB staff can be proud.

¹ The Library Services and Technology Act Grants to States program will be referred to simply as “LSTA” in this evaluation report. Please note that there are several other components of the Library Services and Technology Act that are not addressed in this document.

For purposes of this summary, the evaluators will look at the accomplishments of the Vermont Department of Libraries in implementing their LSTA five-year plan at the goal level. In the body of the evaluation, details will be provided supporting the conclusions that are reached regarding whether goals have been achieved, partly achieved or not achieved.

A. Retrospective Questions

A-1. To what extent did the Vermont Department of Libraries' Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Vermont's *Library Services and Technology Act: Five-Year State Plan For Federal Fiscal Years 2013 – 2017* includes three goals. They are:

- 1. Vermont citizens will have access to a wide array of library and information resources made available through networks and other linkages and via resource sharing among all types of libraries.**
- 2. Libraries will have opportunities to strengthen their capacity to provide quality services and resources to all citizens.**
- 3. All Vermonters will have access to a wide range of high quality library resources and services to meet their lifelong learning, informational, recreational, and occupational needs and interests.**

As part of the assessment process, the evaluators asked key VTLIB staff involved with the LSTA program to offer their personal appraisals of progress toward each of the three goals included in the Department of Libraries' 2013-2017 five-year plan. In the self-assessment, VTLIB's internal appraisal was that the state library administrative agency (SLAA) had progressed sufficiently to qualify as having PARTLY ACHIEVED all three of its goals. The evaluators concur with this assessment.

Table 1 offers a summary of both the Vermont Department of Libraries' internal assessments and the evaluators' conclusions.

Table 1 – Vermont Department of Libraries' and Evaluators' Assessment of Progress		
Goal	VTLIB's Assessment	Evaluators' Assessment
Goal 1 <i>Vermont citizens will have access to a wide array of library and information resources made available through networks and other linkages and via resource sharing among all types of libraries.</i>	Partly Achieved	Partly Achieved
Goal 2 <i>Libraries will have opportunities to strengthen their capacity to provide quality services and resources to all citizens.</i>	Partly Achieved	Partly Achieved
Goal 3 <i>All Vermonters will have access to a wide range of high quality library resources and services to meet their lifelong learning, informational, recreational, and occupational needs and interests.</i>	Partly Achieved	Partly Achieved

Goal 1

Vermont citizens will have access to a wide array of library and information resources made available through networks and other linkages and via resource sharing among all types of libraries.

The evaluators find four reasons to conclude that the Vermont Department of Libraries has **PARTLY ACHIEVED** Goal 1. They are:

1. A replacement for the aging Vermont Automated Library System (VALS) resource sharing platform is long overdue. A contract has been signed for a new system and the process of implementing the system is underway.
2. VTLIB has moved away from its longstanding practice of providing tiny resource sharing grants to libraries to support the cost of postage associated with interlibrary loan transactions in favor of an attempt to launch a statewide courier system. A successful pilot of courier service is continuing and an RFP process will determine whether a statewide courier system is feasible.
3. The FiberConnect Wide Area Network project was completed as intended offering dozens of libraries greater access to online resources.
4. Although VTLIB altered the approach to encouraging small libraries to participate in shared ILS systems that it described in its plan, nevertheless, the desired end result is taking place, albeit slowly, with both the the Vermont Organization of Koha Automated Libraries (VOKAL) and Catamount consortia growing.

The evaluators conclude that the Vermont Department of Libraries has **PARTLY ACHIEVED** Goal 1.

Goal 2

Libraries will have opportunities to strengthen their capacity to provide quality services and resources to all citizens.

The evaluators believe that VTLIB has also made some progress toward achieving Goal 2. We provide two reasons to support our conclusion that VTLIB has **PARTLY ACHIEVED** Goal 2. They are:

1. Given the severe staffing challenges that have faced the Vermont Department of Libraries, the evaluators are impressed by the number and scope of staff development opportunities that have been provided to Vermont libraries. That said, the disruption of VTLIB's certification program is sufficient evidence to conclude that the Department of Libraries has fallen short of fully achieving its goal. Recent efforts to restructure both the continuing education curriculum and the envisioned teaching role of subject specialist consultants are hopeful signs for the future.
2. Layoffs and retirements have left a major void in the provision of one-on-one consulting and technical assistance for Vermont's libraries. VTLIB's new organizational structure appears to be sound and the shift from geographically-based consultants to subject specialists is probably long overdue. Again, there are hopeful signs for the future, but the volume of contacts between the Department of Libraries and local libraries has declined as staff vacancies emerged.

The Vermont Department of Libraries has accomplished enough and has established a foundation for future success to an extent that evaluators conclude that VTLIB has **PARTLY ACHIEVED** Goal 2.

Goal 3

All Vermonters will have access to a wide range of high quality library resources and services to meet their lifelong learning, informational, recreational, and occupational needs and interests.

In some ways, Goal 3 represents a "status-quo" goal. Support for longstanding, successful small programs such as support for the Summer Reading Program, Motion Picture Public Performance Licensing, and Cultural Programming continued as did support for major initiatives such as the Vermont Online Library (VOL databases) and services to the Blind and Physically Handicapped. Several new, successful programs were added (Vermont Early Literacy Initiative and e-Book and e-Audiobook Collection Development). The overall result is a maintenance of the status-quo in some areas and modest growth in others. Taken as a whole, the evaluators find three reasons to conclude that the Vermont Department of Libraries has **PARTLY ACHIEVED** Goal 3. They are:

1. The number of registered users and overall usage of the Library for the Blind program has remained relatively constant at a time when many other NLS affiliate programs are witnessing sharp declines. We hasten to note that the output of the two Special Services Unit staff members has been extraordinary.

2. Although the Vermont Online Library project is valued by the library community, database usage is modest at best among the state's public libraries. Academic and school usage is somewhat stronger.
3. The VELI and e-Book and e-Audiobook Collection Development programs are both forward looking and have been very well received by the library community.

The evaluators conclude that the Vermont Department of Libraries has accomplished enough to qualify for an assessment of **PARTLY ACHIEVED** for Goal 3.

A-2. To what extent did the Vermont Department of Libraries' Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Appendix F shows that each of the goals has addressed one of the Measuring Success focal areas. Projects undertaken in support of Goal 1 have primarily addressed INFORMATION ACCESS (e.g., VALS). Projects undertaken in support of Goal 2 have had an impact on INSTITUTIONAL CAPACITY (especially the "improve the library workforce" intent). Finally, projects undertaken in support of Goal 3 have primarily addressed LIFELONG LEARNING (improve users' general knowledge and skills). Examples of projects that support LIFELONG LEARNING include Cultural Programming Grants, Summer Reading Program support, and the Vermont Early Literacy Initiative. There have been specific activities that have had some impact in the other categories (notably the Job Hunt Helpers program); however, the effects of these smaller programs have generally been localized or limited to a small number of individuals.

A-3. Did any of the groups identified by IMLS as target audiences represent a substantial focus of Vermont's Five-Year LSTA Plan activities? (Yes/No) YES

Two of the targeted audiences reach the 10% expenditure threshold established by IMLS as representing a substantial focus. They are the library workforce and individuals with disabilities.

None of the other programs target specific audiences with funding above the 10% threshold. Several of the largest projects (e.g., VALS and VOL) target the general public.

Evaluation Report

INTRODUCTION

This evaluation is based on a review of three years of performance. It reflects activities undertaken by the Vermont Department of Libraries using LSTA Grants to States funding for Federal Fiscal Year (FFY) 2013, FFY 2014, and FFY 2015. The challenges associated with evaluating this period were significant. The Institute of Museum and Library Services transition from a legacy State Program Report (SPR) system to a new SPR system represents a major change in the way in which State Library Administrative Agencies (SLAAs) report on their projects and activities.

Changes built into the new system to enhance the ability to track outcomes, focal areas and targeted audiences in the long-term affected the ways in which States reported their projects during the three-year period. This as well as the fact that the system itself was still undergoing revision during the period covered by the evaluation often resulted in a lack of parallel reporting. While the change in the SPR was long overdue and, should enhance reporting in the future, it nevertheless left the evaluators with a difficult task. Fortunately, the fact that Vermont participated in the SPR Pilot project meant that SPR reporting was presented in a reasonably consistent fashion for each of the three years.

The mixed methods evaluation approach used by the evaluators that incorporated interviews, focus groups and a web-based survey in addition to a review of the SPR and other statistical reports provided by the state library agency also proved invaluable. The evaluation that follows is structured around the IMLS' ***Guidelines for IMLS Grants to States Five-Year Evaluation*** and the three goals that appeared in Vermont's ***Library Services and Technology Act: Five-Year State Plan For Federal Fiscal Years 2013 – 2017***.

After presenting a short background section, we will proceed to report on the Retrospective Questions (Section A) posed by IMLS for each of the three goals. We will then continue to respond to the Process Questions (Section B) and Methodology Questions (Section C) as a whole, noting any differences that apply to individual goals.

Within the sections for each goal, individual projects will be presented in the order of the magnitude of LSTA expenditures by project. Typically, greater detail will be presented regarding larger scale projects. Very small projects (those that account for less than 3% of the total LSTA expenditures for the three-year period) will get little more attention than a brief description due to the small amount of LSTA funding expended. As an example, the Preserving Vermont Newspapers on Microfilm project amounted to four-

tenths of one-percent of LSTA funding for the three-year period covered by the evaluation and is simply described rather than being the subject of analysis.

BACKGROUND

It is impossible to assess the Vermont Department of Libraries' (VTLIB) implementation of its *Library Services and Technology Act: Five-Year State Plan For Federal Fiscal Years 2013 – 2017* without discussing the context within which the implementation took place. If a baseball analogy is used, VTLIB has come off a very bad season and is now in the process of “rebuilding.”

In 2012, when the 2013 – 2017 plan was written, VTLIB had 26 positions. This was down from a staffing compliment of over 30 a decade earlier. In State Fiscal Year (SFY) 2016, seven positions were lost. Four were lost due to budget reductions, and three were lost to retirement incentives prompted by a State budget crisis. Positions lost to retirement under the incentive program were not replaced. Together, the cuts and retirements represent a 27% reduction in staffing on top of earlier cuts of a similar magnitude.

In SFY 2017, the Department of Libraries has 19 authorized positions, only ten of which are filled. To create more flexibility for restructuring and to free up funding for the long overdue replacement of the aging Vermont Automated Library System (resource sharing system), the Department of Libraries delayed filling staff vacancies. Hiring staff has now become a priority of the Department to provide the library services that Vermonters require. One position was filled in October 2016, one was filled in February 2017, and five positions are currently in various stages of the hiring process. Adding to the degree of difficulty, the election of a new Governor has resulted in a change in the administration of VTLIB. The evaluators worked with both the former State Librarian and the current Acting State Librarian in developing this evaluation.

Since the Library Services and Technology Act (LSTA) Grants to States program uses a formula that is primarily population-driven to determine state allotments, Vermont, as a state with a small population, receives a small allocation. Vermont's LSTA funding allotment ranks 51st among the states and territories included in the Grants to States program. The Green Mountain State received an average of just over \$900,000 (\$911,584) per year over the course of the three years (FFY 2013, FFY 2014, and FFY 2015) covered by this evaluation.

Given Vermont's 2015 estimated population of 626,042, the state's annual LSTA allotment of approximately \$900,000 per year translates into slightly less than \$1.46 per person on an annual basis. LSTA funds alone are obviously inadequate to meet the

library and information needs of all Vermont residents. The Vermont Department of Libraries' challenge has been to find ways to make \$1.46 per person transformative in terms of library services; to leverage a small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services.

Vermont is home to many small libraries. The web-survey conducted as part of the LSTA evaluation process provides some insight into the challenges faced by the Vermont Department of Libraries in serving the state's libraries. Of the 180 respondents to the survey (from libraries of all types), over a quarter (26.4%) came from librarians serving communities (or student bodies) of under 500. Almost thirty percent (29.8%) served populations between 500 and 1,999. Another quarter (23.6%) served populations between 2,000 and 4,999. Less than ten percent (9.6%) of respondents served populations exceeding 10,000. Over forty percent (40.7%) reported having operational budgets of less than \$50,000 per year. Almost sixty percent (59.3%) worked in libraries with less than 2.0 full-time equivalent staff. This is the context within which the Vermont Department of Libraries with a skeletal staff worked to use \$1.46 per person in LSTA funding to enhance access to information and to improve libraries.

Vermont's five-year LSTA plan presented three goals and a total of 12 "outcome measures" against which to gauge progress. Although one might quibble as to whether the outcome measures truly qualify as outcomes, nevertheless, VTLIB establish some specific milestones as indicators of success. The following analysis looks at projects and activities undertaken in support of each goal and then assesses the degree to which the desired outcome measures have been attained. Following are the goal statements that appear in the 2013 – 2017 Plan

Goal 1 - Vermont citizens will have access to a wide array of library and information resources made available through networks and other linkages and via resource sharing among all types of libraries.

Goal 2 - Libraries will have opportunities to strengthen their capacity to provide quality services and resources to all citizens.

Goal 3 - All Vermonters will have access to a wide range of high quality library resources and services to meet their lifelong learning, informational, recreational, and occupational needs and interests.

A. Retrospective Questions

Goal 1:

Vermont citizens will have access to a wide array of library and information resources made available through networks and other linkages and via resource sharing among all types of libraries.

Goal 1 Retrospective Question A-1. To what extent did the Vermont Department of Libraries' Five-Year Plan Goal 1 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 1.

Projects & Expenditures

Statewide Resource Sharing and Vermont Automated Library System (VALS)	\$ 753,532.32
Resource Sharing Supplemental Grants	\$ 137,540.00
FiberConnect Wide Area Network (WAN)	\$ 52,402.85
Catamount Library Network	<u>\$ 44,281.19</u>
Total	\$ 987,756.36

Goal 1 expenditures represent 36.12% of Vermont's total LSTA allotment in the FFY 2013 – FFY 2015 period.

Projects and activities undertaken in support of Goal 1 attempt to enhance the public's access to information.

STATEWIDE RESOURCE SHARING AND VERMONT AUTOMATED LIBRARY SYSTEM (VALS)

\$ 753,532.32 (27.55% of total LSTA expenditures)

The Vermont Automated Library System (VALS) is actually an umbrella term that describes Vermont's overall resource sharing system. Funding in this category has supported cataloging and interlibrary loan staff, technology support, OCLC fees and delivery services. At the heart of VALS has been a technology platform that has served as a primary resource sharing tool for Vermont libraries for many years. The aging system has enabled libraries to find and request materials held by libraries of all types in the state.

Vermont librarians have long had a love/hate relationship with the VALS system. Vermont embraces the idea of resource sharing and recognizes that VALS is the vital link that enables interlibrary loan. At the same time, the system has been almost

universally reviled and was characterized variously as being “clunky,” “antiquated,” and even “an embarrassment” by librarians. Perhaps the best description of the system came from an interview with a library director in which she referred to VALS as a “pre-legacy” system.

Resource sharing in Vermont is literally starting all over again. A new technology platform, the introduction of a courier service and the emergence of significant interlibrary lending is redefining resource sharing.

VTLIB has been aware that a replacement for VALS has been sorely needed for more than a decade. Unfortunately funding has not been available for the replacement. Over the last few years, VTLIB has been piecing together the funding and political support necessary to replace the technology platform, A contract was signed with Autographics for a new system in February 2017 and work on implementation of the new system is just underway. The new system will:

- a) facilitate resource sharing among Vermont’s public, academic, school, and special libraries, including the Vermont Department of Libraries;
- b) provide a statewide web-based catalog of bibliographic records designed for citizen users to easily discover library holdings statewide;
- c) provide an Integrated Library System (ILS) with bibliographic and circulation capability for the Department of Libraries; and,
- d) provide an additional option for a shared ILS environment and opportunity for Vermont libraries that choose to participate in the shared ILS.

	2011-2012	2012-2013	2013-2014	2014-2015
ILLs borrowed	41,942	42,535	40,704	47,861
ILLs loaned	32,786	32,422	34,057	41,494

RESOURCE SHARING SUPPLEMENTAL GRANTS

\$ 137,540.00 (5.03% of total LSTA expenditures)

For many years, the Vermont Department of Libraries has encouraged libraries to participate in resource sharing by offering small grants to offset some of the costs of participating in interlibrary loan. Small dollar amounts that were primarily directed at covering postage cost were sent to public and academic libraries based on the number of interlibrary transactions they handled.

VTLIB began phasing out resource sharing supplemental grants in FFY 2015 by limiting payments to libraries that have not participated in the courier pilot project. The pilot courier system was implemented by 81 libraries and has been an unmitigated success. More shared library materials (58% more) are getting into the hands of

Vermonters. It is estimated that individual libraries saved over \$28,000 in SFY16, and in the calendar year of 2016 they saved \$67,000 in transport costs. Courier service is an integral part of Vermont’s new resource sharing model.

Table 3 – Courier Usage (Courier service started January 2013)	
	2016
Sent via Courier	66,548
Received via Courier	70,414
Sent via USPS	9,075
Received via USPS	7,131

FIBERCONNECT WIDE AREA NETWORK (WAN)

\$ 52,402.85 (1.92% of total LSTA expenditures)

The Vermont Telecommunications Authority, partnering with the Department of Libraries, completed implementation of the Vermont FiberConnect project so that 43 public libraries now have high-speed, high-capacity fiber broadband. The State of Vermont manages a wide area network (WAN) for 42 of the public libraries that have fiber optic connectivity. The State of Vermont also provides technical support to the WAN member libraires via the state IT "help desk."

CATAMOUNT LIBRARY NETWORK

\$ 44,281.19 (1.62% of total LSTA expenditures)

The Catamount Library Network is a consortium of public libraries that joined together to create a shared Koha open source catalog with start-up administrative assistance and partial funding from the Department of Libraries. The Catamount Library Network is the first shared library catalog in Vermont that allows patrons to directly place holds on items held in libraries across the network. The Catamount Library Network is now a 501c3 non-profit and in February 2014 assumed full responsibility for the contract/payment with Bywater Solutions and provides a reasonable cost ILS option for small and medium-sized libraries.

OUTCOMES

The Vermont Department of Libraries established four outcome measures for Goal 1. Two of the outcomes have been achieved, one is in the prcess of being achieved, and activities have taken place that are consistent with the fourth outcome measure. Following is a discussion of the degree to which these outcome measures have been met as a result of projects and activities undertaken in support of Goal 1.

Outcome Measure 1.1:

Implement the Catamount Evergreen ILS in the 5 pilot libraries by the end of 2013 (Phase I), add 28 libraries to the system by 2015 (Phase II) and 17 more libraries and the VTLIB (Phase III) by the end of 2017.

The Vermont Department of Libraries was involved in the creation of Catamount first as a model collective catalog consortium for Vermont and then as an effort to find a reasonable cost solution for small non-automated libraries to participate in a shared integrated library system. Around the same time, the already existing Vermont Organization of Koha Automated Libraries (VOKAL), administered by the Green Mountain Library Consortium (GMLC), decided to open its system to membership beyond the five founding libraries. Not wanting to create a competitive environment, VTLIB has encouraged the growth of both systems. The Catamount Library Network has 13 members and is now a 501c3 non-profit and in February 2014 assumed full responsibility for the contract/payment with Bywater Solutions with funding from member libraries. VOKAL has now grown to 59 member libraries. While VTLIB has now achieved this outcome directly, a growing number of Vermont libraries are now participating in shared integrated library systems. **This outcome has not been achieved, but progress in the spirit of the outcome has occurred.**

Outcome Measure 1.2:

Identify and implement a replacement for the current statewide electronic ILL system (VALS) by 2017.

- The Vermont Department of Libraries has signed a contract with Autographics and has started the implementation of the new system. **This outcome has been achieved.**

Outcome Measure 1.3:

Deploy the Wide Area Network (WAN) for the 42 libraries in the FiberConnect BTOP grant in 2013.

- This project was completed in 2014-2015. **The outcome has been achieved.**

Outcome Measure 1.4:

Study recommendations from the Task Force and if a statewide courier service is recommended, create a plan and begin to seek funding by 2014.

- The initial Pilot Courier program has been completed and the Department of Libraries has now extended the successful pilot to allow time to write an RFP for this system. Depending on the bids received in response to the RFP, the Department of Libraries hopes to be able to launch a statewide system in 2018. While this outcome has not been fully achieved, **there has been significant progress toward achieving the outcome.**

The evaluators conclude that the results of VTLIB's efforts, while considerable, are not sufficient to conclude that VTLIB has achieved Goal 1. We conclude that Goal 1 has been PARTLY ACHIEVED.

A-2. To what extent did the Vermont Department of Libraries’ Five-Year Plan Goal 1 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Three of the four projects address the INFORMATION ACCESS focal area, Two of these have their greatest impact on the “improve users’ ability to obtain and/or use information resources (VALS and the Resource Sharing Supplemental Grants. The third (The Catamount Library Network) had its impact in the “improve users’ ability to discover information resources” area. The fourth project (FiberConnect Wide Area Network) was an infrastructure project and addressed the INSTITUTIONAL CAPACITY/ “improve the library’s physical and technological infrastructure” intent. See Appendix F for a mapping of projects to the focal areas.

A-3. Did any of the following groups represent a substantial focus for the Vermont Department of Libraries’ Five-Year Plan Goal 1 activities? (Yes/No) NO

The projects undertaken in support of Goal 1 all target the general population.

GOAL 1 CONCLUSIONS

The evaluators find four reasons to conclude that the Vermont Department of Libraries has **PARTLY ACHIEVED** Goal 1. They are:

- 1. A replacement for the aging Vermont Automated Library System (VALS) resource sharing platform is long overdue. A contract has been signed for a new system and the process of implementing the system is underway.
- 2. VTLIB has moved away from its longstanding practice of providing tiny resource sharing grants to libraries to support the cost of postage associated with interlibrary loan transactions in favor of an attempt to launch a statewide courier system. A successful pilot of courier service is continuing and an RFP process will determine whether a statewide courier system is feasible.
- 3. The FiberConnect Wide Area Network project was completed as intended offering dozens of libraries greater access to online resources.
- 4. Although VTLIB altered the approach to encouraging small libraries to participate in shared ILS systems that it described in its plan, nevertheless, the desired end result is taking place, albeit slowly, with both the the Vermont Organization of Koha Automated Libraries (VOKAL) and Catamount consortia growing.

The evaluators conclude that the Vermont Department of Libraries has **PARTLY ACHIEVED** Goal 1.

Goal 2:

Libraries will have opportunities to strengthen their capacity to provide quality services and resources to all citizens.

Goal 2 Retrospective Question A-1. To what extent did the Vermont Department of Libraries' Five-Year Plan Goal 2 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 2.

Projects & Expenditures

Building Library Capacity (Consulting and Statistics)	\$ 347,987.45
Continuing Education for Vermont Library Workforce	\$ 247,521.40
Association for Rural and Small Libraries Conference	
Scholarship Grants	<u>\$ 26,040.50</u>
Total	\$ 621,549.35

Goal 2 expenditures represent 22.72% of Vermont's total LSTA allotment in the FFY 2013 – FFY 2015 period.

BUILDING LIBRARY CAPACITY (CONSULTING AND STATISTICS)

\$ 347,987.45 (12.72% of total LSTA expenditures)

In order to help build the capacity of Vermont public libraries and support high-quality library service to citizens, the Department of Libraries provides consulting services for library directors and library staff in Vermont's 183 public libraries.

The Department of Libraries also collects statistical data about Vermont public libraries and publishes that information in an annual public library report. Library directors and trustees use this report for strategic planning, budget planning and as a comparison tool for measuring their services and output against the data supplied by libraries of similar size.

Both of these areas have suffered from staffing losses. VTLIB has been faced with the replacement of its entire consulting corps during the past year due to staffing cuts and the State's retirement incentive program. The positions lost to retirement were eliminated from VTLIBs authorized staff. Library statistics have also been handled by several different individuals over the course of the evaluation period. One interviewee complimented the former State Librarian for her willingness to try to fill the consulting gap to the extent possible saying,

“in spite of the staffing cuts, she always returned my calls.”

The Department of Libraries consulting team is now being rebuilt from the bottom up. Vacant positions have been reallocated to ensure the availability of basic consulting services. Restructuring of consulting assignments is following a specialist consulting model rather than the previous geographically-based model. Unfortunately, part of what was lost in the staffing reductions was a knowledge of and familiarity with the Vermont library landscape. VTLIB faces an uphill climb in reestablishing its consulting program.

CONTINUING EDUCATION FOR VERMONT LIBRARY WORKFORCE

\$ 247,521.40 (9.05% of total LSTA expenditures)

To ensure that citizens will have access to a well-trained library workforce, the Department of Libraries offered a program of continuing education and professional development for employees of Vermont libraries, with emphasis on public libraries. The Department also managed the "Certificate for Public Librarianship" program for public library employees in which individuals could earn certification credits by successfully completing continuing education classes, including four required 5-day core classes.

Unfortunately, staffing cuts have severely curtailed the certification program. A redesign of the curriculum is underway in hopes that the program can re-emerge. That said, a considerable amount of staff development and training has continued to occur. In the midst of the low-point for staffing, VTLIB reports that 145 of 184 public libraries were represented in continuing education offerings in 2016. Furthermore, the range of topics was impressive. Sessions included cataloging and weeding as well as website optimization, fundraising, and understanding teen behavior.

Nevertheless, the librarians of the state have noticed that offerings have been reduced. One librarian offered in their web survey response,

“I am disappointed that the VTLIB’s certification program came to a complete stop in 2016. I am mid-way through and am eager to finish – not to mention gain a better understanding of the two core topics that I haven’t taken yet. It feels like there has been little opportunity for in-person continuing education of late.”

Another said,

“Although training and support have been available and helpful in the past, to accurately and truthfully answer the questions in this section for the current year I would have to address the current situation. There is a great need to

reestablish these contacts at local levels. The void in professional development and personalized assistance needs to be filled.”

Not all of the messages were negative and it is clear that some of the training is having an impact on those who attend CE events. One librarian reported that they had:

“We increased programming this summer after participating (in the workshop), to include specific hands-on sessions and digital literacy workshops.”

A participant in the fundraising workshop reported that they had successfully applied for their first grant. The evaluators were presented a wealth of workshop evaluation comments that demonstrate that action following on the heels of training isn't rare. A summer reading workshop participant said,

“I'm revamping summer reading for kids and adding a small program for adults.”

ASSOCIATION FOR RURAL AND SMALL LIBRARIES SCHOLARSHIP GRANTS \$ 26,040.50 (0.95% of total LSTA expenditures)

To support the professional development of library staff working in Vermont's small and rural libraries, the Department of Libraries awarded scholarships to public library employees to attend the annual conference of the Association for Rural and Small Libraries (ARSL).

OUTCOMES

The Vermont Department of Libraries established four desired outcomes for Goal 2. None of these outcomes have been fully realized, ; however, several are in the process of being achieved. One outcome has not been pursued. Following is a discussion of the degree to which these objectives have been met as a result of projects and activities undertaken in support of Goal 2.

Outcome 2.1:

Vermont libraries will have access to a current, purposeful and forward-thinking Continuing Education program through the Department of Libraries.

- Faced with ongoing staff losses, the Vermont Department of Libraries created a new organizational structure. While implementation of the new structure is still in progress, the reorganization allowed the Department to create a position that was tasked with the responsibility of designing and implementing a new Continuing Education (CE) program for library staff throughout the state. The

Department of Libraries is also revising the state's library standards and aligning its continuing education program with the standards to help local institutions carry out their own data collection and program assessment.

Internally, the Department of Libraries has focused on new ways to assess and measure programs and services. A Department of Libraries employee attended the Research Institute for Public Libraries (RIPL) at the Colorado State Library in the fall of 2016. This three-day training has provided guidance that has allowed the Department to effectively incorporate assessment and measurement into library program planning. The Department has also started to use LEAN process management and Results Based Accountability to assess and measure impact. Five of the current staff of ten are currently being trained in these practices.

The Vermont Department of Libraries has gone through a very difficult period in regard to staffing. However, the evaluators find that the state library agency is doing all that it can to turn a very negative situation into an opportunity to better focus its services to assist local libraries. The quantity and quality of training that has been offered in spite of ongoing staffing cuts has been truly admirable. **While the Department of Libraries cannot claim that it has achieved this outcome, it has certainly taken steps to increase the likelihood that it will in the future.**

Outcome 2.2:

The Department of Libraries will move forward with partnerships to increase the number of public librarians in the state with the Master's level library degree.

- As far as the evaluators can ascertain, this outcome has not been actively pursued. There have been some efforts to piggyback on a program sponsored by the Vermont Library Association, but VTLIB has not taken steps to meet this outcome. **This outcome has not been achieved.**

Outcome 2.3:

VTLIB will work to strengthen the capacity of Vermont libraries to assess and evaluate their programs and services.

- As part of the reorganization and the loss of staff both to cuts in funding and retirements prompted by a State retirement incentive program, the Vermont Department of Libraries has moved away from its traditional geographically-based consulting model to a specialist consultant model. The Department is now hiring (and training) library consultants with specialized knowledge and skills. These consultants are being trained in Results Based Accountability and an internal assessment program that they, in turn will apply in the field. **The evaluators conclude that this outcome is in the process of being achieved.**

Outcome 2.4:

VTLIB will continue to strengthen the capacity of local libraries to implement best practices, effective management, sound fiscal procedures, and current policies.

- As part of its reorganization and reorientation of its consulting staff from a geographically-based model to a specialist model, the Department of Libraries created the position of Governance and Management Consultant. This consultant will work with the Continuing Education consultant to implement best practices, effective management, and sound fiscal procedures into the ongoing CE curriculum. The consultants find evidence to suggest that past CE efforts have included content consistent with this outcome and, further, we find that the new organizational structure will strengthen the Department's efforts in this regard. **The evaluators conclude that this outcome is in the process of being achieved.**

The evaluators believe that the Vermont Department of Libraries has achieved much in spite of a very difficult set of circumstances. We believe that these noble efforts, while admirable, are not sufficient to conclude that the Department of Libraries has achieved Goal 2. We conclude that Goal 2 has been **PARTLY ACHIEVED**.

A-2. To what extent did the Vermont Department of Libraries' Five-Year Plan Goal 2 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Since Goal 2 is about strengthening the capacity of libraries to serve the public, it is not surprising that the projects undertaken in support of Goal 2 have addressed the Measuring Success INSTITUTIONAL CAPACITY focal area. Efforts have served to improve the library workforce and to improve library operations. See Appendix F for a mapping of projects to the focal areas.

A-3. Did any of the following groups represent a substantial focus for the Vermont State Library's Five-Year Plan Goal 2 activities? (Yes/No) YES

The activities undertaken in support of Goal 2 focus on library capacity building. The Department of Libraries has used its LSTA funds to accomplish this in several ways; however, projects undertaken in support of Goal 2 have targeted the library workforce. Furthermore, funding for staff development and training has far exceeded the 10% level of funding identified by IMLS as constituting a substantial focus. No other targeted audiences were directly impacted by Goal 2 efforts.

GOAL 2 CONCLUSIONS

The evaluators believe that VTLIB has made significant progress toward achieving Goal 2. We provide two reasons to support our conclusion that VTLIB has **PARTLY ACHIEVED** Goal 2. They are:

1. Given the severe staffing challenges that have faced the Vermont Department of Libraries, the evaluators are impressed by the number and scope of staff development opportunities that have been provided to Vermont libraries. That said, the disruption of VTLIB's certification program is sufficient evidence to conclude that the Department of Libraries has fallen short of fully achieving its goal. Recent efforts to restructure both the continuing education curriculum and the envisioned teaching role of subject specialist consultants are hopeful signs for the future.
2. Layoffs and retirements have left a major void in the provision of one-on-one consulting and technical assistance for Vermont's libraries. VTLIB's new organizational structure appears to be sound and the shift from geographically-based consultants to subject specialists is probably long overdue. Again, there are hopeful signs for the future, but the volume of contacts between the Department of Libraries and local libraries has declined as staff vacancies emerged.

The Vermont Department of Libraries has accomplished enough and has established a foundation for future success to an extent that evaluators conclude that VTLIB has **PARTLY ACHIEVED** Goal 2.

Goal 3:

All Vermonters will have access to a wide range of high quality library resources and services to meet their lifelong learning, informational, recreational, and occupational needs and interests.

Goal 3 Retrospective Question A-1. To what extent did the Vermont Department of Libraries' Five-Year Plan Goal 3 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 3.

Projects & Expenditures

Statewide Databases for Public, School and Academic Libraries	\$ 446,844.90
Library Services to the Visually and Physically Impaired and to State Institutions	\$ 372,174.79
Summer Reading Program	\$ 85,115.82
Vermont Early Literacy Initiative (VELI)	\$ 79,826.88
e-Book and e-Audiobook Collection Development Grant	\$ 65,342.33
Motion Picture Public Performance License	\$ 39,000.00
Cultural Programming Grants for Public Libraries	\$ 15,300.00
Preserving Vermont Newspapers on Microfilm	\$ 11,067.57
Digital Literacy for Job-Seekers: Job Hunt Helpers Program	<u>\$ 10,776.00</u>
Total	\$ 1,125,448.29

Goal 3 expenditures represent 41.15% of Vermont's total LSTA allotment in the FFY 2013 – FFY 2015 period.

STATEWIDE DATABASES FOR PUBLIC, SCHOOL, AND ACADEMIC LIBRARIES

\$ 446,844.90 (16.34% of total LSTA expenditures)

To meet the informational needs of citizens and students of all ages, and to provide a wide array of licensed electronic content and databases, the Department of Libraries negotiated licenses for a collection of databases in the statewide Vermont Online Library for academic, public, school and special libraries.

Table 4 – Statewide Databases - Activity			
	FFY 2013	FFY 2014	FFY 2015
Searches Completed	3,809,185	1,037,275	*
Items Retrieved	869,086	335,318	*
Public Library Users' Searches	146,818	*	*
Public Library Views in HeritageQuest	337,240	*	*
Universal Class Registered Users	1,196	*	*

*Data not available

Although Vermont offers an impressive array of databases, usage, particularly among public libraries, is fairly meager. The web survey conducted as part of the evaluation explored the extent to which library staff felt prepared to teach patrons to use these resources. Survey respondents expressed the degree to which they disagreed or agreed with a number of statements related to the Vermont Online Library. When asked to respond to the statement: "My staff members have the skills and training they need to use and teach patrons how to use the VOL resources," forty-five (45.7) percent of the public library respondents either disagreed or strongly disagreed with the statement. Thirty-four (34.4) percent agreed or strongly agreed.

School library respondents were much more confident in their skills and training. Seventy (70.4) percent either agreed or strongly agreed with the statement. Twenty-two (22.3) percent disagreed or strongly disagreed.

Of the twenty academic library respondents, twelve (or sixty percent) strongly agreed with the statement and another seven (thirty-five percent) agreed with the statement. Only one person strongly disagreed with the statement. The need for engaging librarians in training related to the databases is clearly a need if VTLIB continues to invest in these resources.

Nevertheless, a focus group participants, interviewees, and web-survey respondents all had good things to say about the Vermont Online Library. A public librarian said,

"I love VOL and think it is one of the most important resources available to VT libraries."

A school librarian added,

"These are the most cost effective databases we can access. They are absolutely essential to teaching our older students how to do twenty-first century research and for providing our staff with research to inform their practice."

And an academic librarian said,

"It's a great resource, and I appreciate the collaborative process that has driven its creation and continuation."

LIBRARY SERVICES TO THE VISUALLY AND PHYSICALLY IMPAIRED AND TO STATE INSTITUTIONS

\$ 372,174.79 (13.61% of total LSTA expenditures)

The Department of Libraries provides services to Vermonters who are not able to use local public libraries or who need special-format library materials via services provided by the Special Services Unit. Services include: the Library for the Blind and Physically Handicapped, a large print book collection which circulates to public libraries and other institutions statewide, and purchases of library materials for use by persons housed in three residential state institutions. The Department also manages a local recording program wherein volunteers are trained to record and edit Vermont books for blind and physically disabled readers. Table 5 summarizes Library for the Blind activity.

	2013	2014	2015	2016
Active Users	1,653	1,580	1,605	1,583
Total Circulation	67,736	69,367	63,864	63,025
Circulation of Physical Media	60,561	60,220	55,644	53,335
BARD Downloads	7,175	9,147	8,220	9,690
Locally Recorded Books	0	5	2	9
Large Print Book Circulation	12,881	13,478	*	*
Large Print ILL	393	406	*	*

*Data not available

Given the Special Services Unit’s minimal staffing, usage has remained fairly constant. The downward trend in the circulation of physical items is typical among NLS affiliate libraries. Increased BARD usage and an increase in the local recording program are also good signs of the program’s vitality. Outreach efforts are also quite amazing given the staffing situation.

The web survey explored the awareness of talking book services in the library community. Table 6 shows that more than half of public librarians were generally familiar with the NLS program; however, awareness of the BARD program is quite low. School librarians were even less aware in spite of the fact that some of their students may be eligible for the service.

Program	Public Librarians Unaware of Service	Public Librarians Aware of Service	School Librarians Unaware of Service	School Librarians Aware of Service
NLS Talking Books Program	2.0%	56.6%	22.2%	22.2%
Talking Books Collection	9.1%	52.6%	33.3%	24.1%
BARD	27.3%	27.3%	37.0%	13.0%
Large Print Materials	3.0%	78.8%	15.4%	40.4%

A few librarians were keenly aware of the possibilities. One school librarian said in their web survey response,

“I have so many students who have reading disabilities that are not physically based, and since the ‘Disability must be physically based (an organic dysfunction),’ many are not eligible for service. So many more students would have access to learning, i.e., reading, if more students would be granted access to this program.”

Another question in the web-survey asked respondents their level of agreement or disagreement with the statement: “My staff have the skills and training they need to inform patrons about the Talking Books program and to help them register for the service.”

Among the public library respondents thirty-nine (39.8) percent either agreed or strongly agreed with the statement. Thirty-three (33.7) percent either strongly disagreed or disagreed. Among school library respondents twenty (20.8) percent agreed or strongly agreed with the statement and fifty-two (52.8) percent either strongly disagreed or disagreed. While public library respondents were more confident than the school library respondents that their staff were able to inform patrons about the program and help them to register for the service, neither public nor school library respondents are very confident in those skills.

Again, it is clear that more work is needed but staffing realities stand in the way of the effort that is required.

SUMMER READING PROGRAM

\$ 85,115.82 (3.11% of total LSTA expenditures)

The Department of Libraries sponsors the annual summer reading program in public libraries across Vermont in order to provide young readers with opportunities and incentives for engaging in recreational reading during the school summer vacation.

Table 7 reveals mixed success with local summer reading programs.

Table 7 – Summer Reading Program Activity			
	2013	2014	2015
Children Registered	12,024	11,932	9,374
Books Read	87,577	112,430	*
Programs Held	3,009	2,689	3,118
Program Attendance	64,154	63,055	50,930
Young Adults Registered	1,215	1,646	1,048
Books Read	3,758	5,803	*
Programs Held	462	447	434
Program Attendance	5,333	5,827	4,413

*Data not available

Vermont librarians are using resources made available to them to support their local programs. Eighty-six (86.6) percent of the web survey respondents said that they had used the Collaborative Summer Library Program (CSLP) materials provided by VTLIB. Eighty-six (86.6%) percent agreed (either strongly agreed or agreed) with the statement that their staff had the skills and training they needed to plan and conduct an effective summer reading program.

VERMONT EARLY LITERACY INITIATIVE (VELI)

\$ 79,826.88 (2.92% of total LSTA expenditures)

The Vermont Early Literacy Initiative (VELI), sponsored via a partnership of the Department of Libraries and the Vermont Center for the Book, worked with Vermont public libraries to provide librarian training and materials to foster literacy and school readiness for children birth to age five and provide related support and resources for parents, caregivers, and childcare providers.

The evaluators found that this program has generated a very positive return on a relatively modest investment. Several focus group participants singled out the program for praise. One said,

“VELI has given me the a much better understanding of how young children learn and how I can incorporate proven methods to help prepare kids for success in school.”

E-BOOK AND E-AUDIOBOOK COLLECTION DEVELOPMENT GRANT

\$ 65,342.33 (2.39% of total LSTA expenditures)

To improve citizen access to library e-resources and to support lifelong learning, the Vermont Department of Libraries has provided grants to the Green Mountain Library Consortium (GMLC) for the licensing of downloadable e-books and e-audiobooks. The

Green Mountain Library Consortium, a non-profit organization of member Vermont public and school libraries, maintains an agreement between its member libraries and OverDrive Inc. to provide downloadable e-books and e-audiobooks via a program called Listen Up! Vermont.

The Department of Libraries also used LSTA funds to license downloadable e-books and e-audiobooks to supplement acquisitions by the 40+ public libraries that are members of the Vermont One-Click Digital Consortium, which provides patron access to digital content from Recorded Books.

	FFY 2013	FFY 2014	FFY 2015
Number of Member Libraries	147	157	157
Circulation	93,351	144,135	196,510
Number of Patrons	Over 10,000	11,788	13,869

MOTION PICTURE PUBLIC PERFORMANCE LICENSE

\$ 39,000.00 (1.43% of total LSTA expenditures)

To support public libraries in their efforts to offer quality library programming to audiences of all ages, the Vermont Department of Libraries provides a statewide motion picture public performance license for all Vermont public libraries, allowing them to show films at in-library programs.

Table 9 demonstrates that many libraries, most of which have very modest means, take advantage of having the public performance license available. This is another very modest program that appears to generate results for a relatively modest investment.

	FFY 2013	FFY 2014	FFY 2015
Libraries Participating	125	146	No reporting
Film Showings	887	1,045	No reporting
Total Attendance	10,760	13,807	No reporting
Adult Attendance	5,408	5,434	No reporting
Children Attendance	5,352	8,373	No reporting

CULTURAL PROGRAMMING GRANTS FOR PUBLIC LIBRARIES

\$ 15,300.00 (0.56% of total LSTA expenditures)

The Department of Libraries continued co-sponsorship of the very popular First Wednesdays program, made possible by the Vermont Humanities Council. This annual

series (October-May) offers outstanding speakers on a wide range of humanities topics in nine public libraries.

First Wednesday programs have become a tradition in Vermont. The program, now fifteen year old, continues to be very popular and provides a considerable amount of visibility for the Department of Libraries while offering the public access to high-quality cultural programming.

	FFY 2013	FFY 2014	FFY 2015
Total Attendance	(25% over 2012)	7,337	6,548
Average Individual Attendance	25-976	100	92

PRESERVING VERMONT NEWSPAPERS ON MICROFILM

\$ 11,067.57 (0.40% of total LSTA expenditures)

The Vermont State Library maintains a collection of historical Vermont newspapers on microfilm, the most complete collection of Vermont newspaper content available to the public. The Department of Libraries used federal funds to support a project to complete microfilming of back issues of print newspapers, bringing the schedule of regular microfilming to current publications, thereby preserving the written record of Vermont newspapers published across the state.

DIGITAL LITERACY FOR JOB-SEEKERS: JOB HUNT HELPERS PROGRAM

\$ 10,776.00 (0.39% of total LSTA expenditures)

The Department of Libraries partnered with the Community College of Vermont to provide digital literacy training and assistance for citizens in six public libraries via the "Job Hunt Helpers" Program. In addition, the Department provided a subscription to the LearningExpress Library databases for 11 public libraries (including the six "job Hunt Helper" libraries) in order to provide citizen access to digital content on careers, career testing, and online tutorials in academic and job training areas of study.

This project is the only LSTA-funded effort that addresses the ECONOMIC AND EMPLOYMENT DEVELOPMENT Measuring Success focal area. VTLIBs collaboration with the Community College of Vermont greatly increased the value delivered for a very small investment. Eleven communities were provided access to a valuable tool (LearningExpress Library) for less than \$1,000 per library.

OUTCOMES

The Vermont Department of Libraries established four outcome measures for Goal 3. One of the outcomes has been achieved, two are in the process of being achieved and a fourth has not been achieved. Following is a discussion of the degree to which these outcome measures have been met as a result of projects and activities undertaken in support of Goal 3.

Outcome Measure 3.1:

15 public libraries offer digital literacy training and assistance using a curriculum approved by the Department of Libraries by 2015.

- This outcome was achieved in partnership with the Community College of Vermont, Students served as Internet Interns and held “office” hours in libraries, Patrons could come into the library and get help with their technology issues. **This outcome has been achieved.**

Outcome Measure 3.2:

Working with the Department of Corrections, the VTLIB creates a plan for improving the libraries at state correctional facilities and the Community High School. Once a plan is implemented, VTLIB works with Corrections staff to measure the effectiveness of the program (by 2014) and implement improvements (2014-2017).

- As far as the evaluators can ascertain, this outcome has not been pursued and consequently **the outcome has not been achieved.**

Outcome Measure 3.3:

Direct a Vermont Online Library (VOL) committee of librarians to meet annually to review use of VOL electronic databases and to conduct at least 2 surveys for: (1) Vermont libraries and (2) Vermont citizens, to assess interests and needs (2013-2017).

- VTLIB is planning to conduct a survey and will be convening this committee later this year to discuss, assess, and review the Vermont Online Library product as part of the RFP process for a new contract. **This outcome is in the process of being achieved.**

Outcome Measure 3.4:

Implement a project based on lessons learned in Project COMPASS and other recent workforce development initiatives. Partner with the Department of Labor and other agencies/organizations and the libraries who participated in the 2012 COMPASS Convening to bring on-site and online assistance to job seekers and career changers in four public libraries by 2014.

- On-site assistance for job seekers has been implemented through a partnership with the Community College of Vermont. Although the scope of the Job Help Hunters project was somewhat limited (11 communities), the program has been successful and the evaluators believe that **the outcome has been achieved.**

A-2. To what extent did the Vermont Department of Libraries’ Five-Year Plan Goal 3 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Projects undertaken in support of Goal 3 have addressed several of the Measuring Success focal areas. Cultural Programming for Adults, the Motion Picture Public Performance License, the Vermont Early Literacy Initiative, and the Summer Reading Program all address the LIFELONG LEARNING focal area. The Library for the Blind addresses INFORMATION ACCESS and the Job Hunt Helpers effort impacts Economic and Employment Development, albeit in a limited way. See Appendix F for a mapping of projects to the focal areas.

A-3. Did any of the following groups represent a substantial focus for the Vermont State Library’s Five-Year Plan Goal 3 activities? (Yes/No) YES

The Library for the Blind and Physically Handicapped, which targets individuals with disabilities, accounts for more than thirteen percent (13.61%) of LSTA expenditures. None of the other groups identified by IMLS as targeted audiences rise to the 10% level of funding identified as constituting a substantial focus.

GOAL 3 CONCLUSIONS

Taken as a whole, the evaluators find three reasons to conclude that the Vermont Department of Libraries has **PARTLY ACHIEVED** Goal 3. They are:

- 1. The number of registered users and overall usage of the Library for the Blind program have remained relatively constant at a time when many other NLS affiliate programs are witnessing sharp declines. We hasten to note that the output of the two Special Services Unit staff members has been extraordinary.
- 2. Although the Vermont Online Library project is valued by the library community, database usage is modest at best among the state’s public libraries. Academic and school usage is somewhat stronger.
- 3. The VELI and e-Book and e-Audiobook Collection Development programs are both forward looking and have been very well received by the library community.

The evaluators conclude that the Vermont Department of Libraries has accomplished enough to qualify for an assessment of **PARTLY ACHIEVED** for Goal 3.

B. Process Questions

B-1. How has the State Library Administrative Agency used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?

New and old SPR data has been used annually by the State Librarian to add to the Department of Libraries' annual report. SPR data was also used to create benchmarks that are reviewed on a periodic basis to assess progress toward the goals stated in the LSTA 2013 – 2017 Five-Year Plan. SPR data has also been shared with specific outside evaluators, including QualityMetrics LLC, in their roles in evaluating specific projects.

B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.

Vermont's Five-Year LSTA Plan for 2013 – 2017 was not changed or amended after its submission in 2012 to the Institute for Museum and Library Services (IMLS).

B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?

Data derived from the State Program Report (SPR) is used both internally for planning and evaluation purposes and is indirectly shared with the Vermont Agency of Administration and indirectly with legislators through periodic reports from the Vermont Department of Libraries. SPR data has also been shared with outside evaluators including QualityMetrics LLC.

C. Methodology Questions

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.

To ensure rigorous and objective evaluation of the Vermont Department of Libraries' (VTLIB) implementation of the LSTA Grants to States program, VTLIB, in cooperation with nine other state library administrative agencies (SLAAs) in the Northeast, participated in the issuance of a joint Request for Proposals (RFP) for a "Cooperative Library Services and Technology Act Five-Year Plan Evaluation 2013-2017" through the Council of State Library Agencies in the Northeast (COSLINE). The RFP was issued on June 21, 2016 with proposal due by July 18, 2016.

As a result of a competitive bidding process, QualityMetrics LLC, a library consulting firm headquartered in Silver Spring Maryland, was awarded the contract to conduct the independent LSTA evaluation. QualityMetrics LLC does not have a role in carrying out other LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results.

QualityMetrics LLC has in-depth evaluation experience and demonstrated professional competency in that associate consultant, Bill Wilson of Himmel & Wilson Library Consultants, has implemented evaluation studies for three previous cycles of LSTA evaluations starting in 2002. The associate is experienced in both quantitative and qualitative methods. Mr. Wilson has participated in 28 previous five-year LSTA Grants

to States evaluations. Principal consultant Dr. Martha Kyriallidou has deep experience in library evaluation over her 22 years of service at the Association of Research Libraries (ARL). Dr. Martha Kyriallidou has taught Research Methods, Assessment, and Evaluation courses at the University of Maryland and at Kent State University and has extensive practical experience in mixed methods, evaluation and outcomes assessment. Martha is a current member of the Library Statistics Working Group (LSWG), chair of the NISO Z39.7 standard, and mentoring the next generation of public library staff and evaluators.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation.

QualityMetrics LLC deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. After conducting an initial telephone conference call with representatives of the SLAA, QualityMetrics completed a site-visit to the State Library Administrative Agency (SLAA) on October 10, 2016. In-person interviews were held with the State Librarian and with key staff engaged in the projects carried out under the LSTA Five-Year Plan. A series of four virtual focus groups were completed in December, 2016. These data gathering efforts were supplemented with a series of telephone interviews with Vermont librarians. The site visits, focus groups and interviews provided qualitative evidence and context.

The State Program Reports (SPRs) were reviewed in detail and additional reports, documentation, fliers, newspaper articles, and social media feeds were consulted selectively as corroborating evidence. A web-based survey conducted November 15 – December 16, 2016 provided additional quantitative and qualitative information. The survey was reviewed for representativeness to ensure the reliability and validity of the findings. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them.

All agency staff engaged in LSTA activities were interviewed. SLAA staff recommended and recruited participants for focus groups – four virtual focus groups were conducted. Librarians and library staff were engaged through virtual focus groups. Librarians and other library staff were engaged through a web-based survey.

C-4. Discuss how you will share the key findings and recommendations with others.

The Vermont Department of Libraries will share the findings of the evaluation with a variety of partner agencies in Vermont (governmental, other public, and non-profit) and with the larger public by alerting the libraries in Vermont of the availability of the evaluation report. The report will be publicly available on the agency website as well as on the IMLS website.

Appendix A - Acronyms

Appendix A - Acronyms

BARD

Braille and Audio Reading Download – the National Library Service’s Digital Downloading Program <https://nlsbard.loc.gov/instructions.html>

Catamount Library Network

The Catamount Library Network, Inc. is a 501 (c) (3) non-profit corporation organized with the primary purpose of creating an open-source multi-library shared catalog and integrated library system, using the Koha platform, for a consortium of participating Vermont libraries. <http://www.catamountlibraries.org/>

CSLP

Collaborative Summer Library Program - The Collaborative Summer Library Program (CSLP) is a grassroots consortium of states working together to provide high-quality summer reading program materials for children at the lowest cost possible for their public libraries. <http://www.csllpreads.org/>

DOL (see also VTLIB)

Vermont Department of Libraries – former acronym used to refer to Vermont’s State Library Administrative Agency <http://libraries.vermont.gov/> Preferred acronym is now VTLIB.

DOLcat

DOLcat is the library catalog of books and other materials housed in the libraries operated by the Vermont Department of Libraries. <http://web2.libraries.vermont.gov/>

GMLC

Green Mountain Library Consortium – GMLC is a consortium of Vermont libraries that was developed to provide downloadable audio book service in the State of Vermont. The consortium started with 15 members and has grown to more than 140 members since its founding in 2007. <http://gmlc.wordpress.com/>

ILL

Interlibrary loan

KOHA

The first open-source integrated library system. KOHA is used in the Catamount Library Network and is also an element in the Green Mountain Library Consortium VOKAL project.

IMLS

Institute of Museum and Library Services <http://www.ims.gov>

LBPH

Library for the Blind and Physically Handicapped – General name applied to state-level outlets of the National Library Service programs.

http://libraries.vermont.gov/library_for_the_blind

LSTA

Library Services and Technology Act - LSTA is part of the Museum and Library Services Act, which created the Institute of Museum and Library Services (IMLS) and established federal programs to help libraries and museums serve the public. The LSTA Grants to States program is a federal-state partnership. The Program provides funds using a population-based formula, described in the LSTA, to each state and the territories through State Library Administrative Agencies (SLAAs).

PUBcat

PUBcat is a union catalog of public library holdings. PUBcat is a subset of the holdings included in the VALS system.

SSU

Special Services Unit of the Vermont Department of Libraries. SSU includes Services to the Visually Impaired and Disabled (SSH) and Services to State-Supported Institutions (SSI). http://libraries.vermont.gov/library_for_the_blind

UVM

University of Vermont - Its abbreviation, UVM, comes from Universitas Viridis Montis, Latin for "University of the Green Mountains."

VALS

Vermont Automated Library System - The Vermont Automated Libraries System (VALS) serves as one of the primary access point for statewide bibliographic holdings and includes a union catalog and resource sharing messaging system.

<http://libraries.vermont.gov/vals>

VELI

Vermont Early Literacy Initiative – VELI supports the development of early literacy skills and school readiness by providing training and resources to public librarians working with young children and their parents and caregivers.

http://libraries.vermont.gov/services/children_and_teens/veli

VOKAL

The Vermont Organization of Koha Automated Libraries (VOKAL), is a project of the Green Mountain Library Consortium dedicated to creating a shared catalog and Integrated Library System. <http://www.gmlc.org/index.php/vokal>

VOL

Vermont Online Library – Vermont’s suite of electronic information databases.

<http://www.vtonlinelib.org/>

VLA

Vermont Library Association – VLA is a membership organization that works to promote and improve library and information services and librarianship in the State of Vermont.

<http://www.vermontlibraries.org/>

VSLA

Vermont School Library Association –

<https://vsla.wildapricot.org/>

VTLIB (see also DOL)

Vermont Department of Libraries – acronym used to refer to Vermont’s State Library Administrative Agency <http://libraries.vermont.gov/> Former acronym used was DOL.

Appendix B – Interviewees and Focus Groups

Appendix B: Interviews/ Focus Groups

Interviewees

Martha Reid – State Librarian (former)

Scott Murphy – Acting State Librarian

Tom McMurdo – Collections and Digital Initiatives Librarian

Mara Siegel – Continuing Education Coordinator

Jennifer Johnson – Library Assistant, Library Advancement Unit

Jennifer Hart – Special Services Unit Staff

Sara Blow – Special Services Unit Staff

Jerimiah Kellogg – Former Regional consultant

Rebekah Irwin - Director and Curator, Special Collections & Archives, Middlebury College

Susan Monmaney, Teacher Librarian, Montpelier High School

Nikki Krysak, Library Director, St. Johnsbury Academy, St. Johnsbury

Loona Brogan, Library Director Cutler Memorial Library, Plainfield

Jeanne M. Walsh, Reference Librarian, Brooks Memorial Library, Brattleboro

Virtual Focus Group Sessions

Public Library Directors

Youth Services Librarians

Academic and School Librarians

General Session (open invitation)

Appendix C – Bibliography of Documents Reviewed

Appendix C: Bibliography of Documents Reviewed

Vermont Department of Libraries

Library Services and Technology Act: Five-Year State Plan for Federal Fiscal Years 2013 - 2017 State of Vermont

Vermont Online Survey Data and Summary Report, by Ethel Himmel, December 2016

Vermont SPR FFY 2012 (for background and context)

Vermont SPR FFY 2013

Vermont SPR FFY 2014

Vermont SPR FFY 2015

Notes from Vermont Department of Libraries Interviews, October 10, 2016

Retrospective Questions: Written Responses from State Librarian Martha Reid

Retrospective Questions: Written Responses from Acting State Librarian Scott Murphy

Websites

Vermont Department of Libraries: <http://libraries.vermont.gov/>

Vermont Library for the Blind and Physically Handicapped:

http://libraries.vermont.gov/library_for_the_blind

Vermont Department of Libraries Services for Vermont Libraries:

<http://libraries.vermont.gov/services>

Vermont Online Library: http://libraries.vermont.gov/online_library/VOL

Vermont Summer Reading Program:

http://libraries.vermont.gov/services/children_and_teens/summer_reading

Appendix D – Focus Group Questions

Appendix D – Focus Group Questions

Focus Group Protocol

Please introduce yourselves and indicate who you are, which library you represent, what job you hold or role you fulfill and, finally, tell us how long you have been involved in (state) libraries.

A brief introduction was provided about the Library Services and Technology Act Grants to States Program and basic information was given regarding the total amount of LSTA funding that is received per year by the (state library agency) and a sampling of the larger programs and categories of projects that have been funded in recent years.

1. Which, if any of the LSTA programs I have mentioned have been most impactful for your library and why do you believe that is true?
2. Which, if any, have had the least impact in your community and why do you believe that is true?
3. One role that LSTA funds often play in a state is to spark innovation. Is that the case in (state)? Where does innovation come from in (state's) libraries?
4. Has the library you represent received an LSTA grant (or in states without sub-grants, received a direct benefit from LSTA) within the last three years (FFY 2013, FFY 2014, FFY 2015 – roughly calendar years 2014 – 2016)? Talk about the difference that the grant you received has had on your library and the people that it serves.
5. Tell us about the process used to secure a grant. Is the effort worth the reward? Have you received the support from the (state library agency) that you have needed to apply, implement, and evaluate your grant?
6. Turning forward, the (state library agency) will begin work on the next five-year LSTA plan soon. What new directions should it take? What would make a difference for your library?
7. FINAL SAY. Each participant was asked in turn to share the single most important thing that they are taking away from participating in the session.

NOTE: These questions were modified a bit depending on the make-up of the groups involved.

Appendix E – Web Survey Instrument



Department of Libraries
Agency of Administration

Vermont LSTA Survey

WELCOME

LIBRARY DESCRIPTION

1) Please provide the name of your library.

2) Please describe the type of Library you represent.

Public library

School library

Academic library

Special library

Other (Please specify below.)

If you responded "other" in the question above, please indicate the type of library or other organization you represent in three words or less in the text box provided below.

LIBRARY AND RESPONDENT DESCRIPTION

3) We're interested in the context within which libraries that respond to the survey are operating. In order to help us understand the area served by your library, please indicate the name of the town in which your library is located.

4) Please select the category that most closely describes your role/responsibilities in your library.

Library director

Manager/ department head

Other library administrator

Children's/youth services librarian

Reference/information services librarian

Interlibrary loan/document delivery librarian

Technical services librarian (cataloger)

Library technology specialist

Other library staff

Library trustee

Library Friend

Other (Please specify below.)

If you responded "other" to the question above, please indicate your role in the library or other organization you represent in three words or less in the text box provided below.

5) Please indicate the population served by the library you represent.

Fewer than 250
250 - 499
500 - 999
1,000 - 1999
2,000 - 4999
5,000 - 9,999
10,000 - 24,999
25,000 - 49,999
50,000 - 99,999
DON'T KNOW

6) Please estimate the overall annual operating budget (excluding capital expenses) of the library you represent.

Less than \$10,000
\$10,000 - \$49,999
\$50,000 - \$99,999
\$100,000 - \$199,999
\$200,000 - \$299,999
\$300,000 - \$399,999
\$400,000 - \$499,999
\$500,000 - \$999,999
\$1,000,000 - \$1,999,999
\$2,000,000 - \$2,999,999
\$3,000,000 - \$4,999,999
\$5,000,000 or more
DON'T KNOW

7) Please indicate the number of full-time-equivalent (FTE) staff employed in the library which you represent.

Less than 2
2 - 4
5 - 9
10 - 19
20 - 34
35 - 49
50 - 99
100 - 249
250 - 499
500 - 999
1,000 or more
DON'T KNOW

SERVICE MODULE INTRODUCTION

SUMMER READING PROGRAM INTRODUCTION

8) Did your library offer a summer reading program in 2016?

Yes

No

SUMMER READING PROGRAM - NONE

9) What was the main reason your library did not offer a summer reading program in 2016?

Limited resources to purchase materials

Insufficient staff to manage a summer reading program

Lack of physical space to support a summer reading program

Other (Please explain below.)

If you answered "other" in the question above, please explain in the text box provided below.

10) Are there services that VTLIB could provide that would help your library mount a successful summer reading program in the future?

SUMMER READING PROGRAM - BASIC

11) Please identify the summer reading program services you provided to each of the following targeted groups in 2016.

	Only self-help guides, reading lists, and other resources provided without staff led events or programs	Resources provided with staff or other presenters leading events or programs	No summer reading program offered for this group
Pre-school children			
School-aged children			
Teens			
Adults			

12) Did you use the planning guide and/or other Collaborative Summer Library Program (CSLP) materials provided by VTLIB?

Yes

No

13) My staff have the skills and training they need to plan and conduct an effective summer reading program.

1 - Strongly disagree

2 - Disagree

3 - Neither agree nor disagree

4 - Agree

5 - Strongly agree

14) Briefly describe the types of skills or training you feel would help your staff plan and conduct an effective summer reading program.

15) My library receives all of the support it needs from VTLIB to carry out an effective summer reading program.

1 - Strongly disagree

2 - Disagree

3 - Neither agree nor disagree

4 - Agree

5 - Strongly agree

16) Briefly describe the types of additional support you feel would help your library plan and conduct an effective summer reading program.

17) Collaborative Summer Library Program (CSLP) Program Manual

1 - Poor

2 - Fair

3 - Good

4 - Excellent

Not aware of this resource

Did not use this resource

If you responded "did not use this resource" above, please indicate why.

18) Providing the names of summer reading resource presenters/ performers/ educators.

1 - Poor

2 - Fair

3 - Good

4 - Excellent

Not aware of this resource

Did not use this resource

19) General summer reading program advice and consultation

1 - Poor

2 - Fair

3 - Good

4 - Excellent

Not aware of this resource

Did not use this resource

20) Which of the following training opportunities would make the most difference in terms of improving your summer reading program? (Please check all that apply.)

Help with program planning/curriculum design

Time/resource management training

Training on outreach

Training on public engagement

Language/cultural competency training

Assistance with program evaluation

Other (Please specify below.)

21) If you answered "other" in the question above, please specify in the text box below.

22) If you have any additional feedback for VTLIB regarding its support for your library's summer reading program, please insert that feedback in the text box provided below.

CONTINUING EDUCATION/STAFF DEVELOPMENT

23) Please indicate the degree to which you are aware of the following continuing education offerings supported by VTLIB.

	1 - Totally unaware	2 - Somewhat aware	3 - Very aware	Not applicable
Children's/ Young Adult services training and education				
Adult/ Information services training and education				
Technology training and education				
Strategic planning				
Trustee training and education				

24) Please indicate whether you or any member of your staff has participated in any of the following continuing education offerings supported by VTLIB.

	I have personally participated	Other staff members from my library have participated	Neither I nor any of the other staff at my library have participated	Not applicable
Children's/ Young Adult training and education				
Adult/ Information services training and education				
Technology training and education				
Strategic planning				
Trustee training and education				

25) Please rate each of the following continuing education opportunities offered by VTLIB:

	1 - Completely dissatisfied	2	3 - Neither satisfied nor dissatisfied	4	5 - Completely satisfied	Not applicable
Children's/ Young Adult services training and education						
Adult/ Information services training and education						
Technology training and education						
Strategic planning						
Trustee training and education						

26) If you have any additional feedback for VTLIB regarding its support for continuing education and staff development, please insert that feedback in the text box provided below.

SPECIAL SERVICES UNIT (LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED)

27) NATIONAL LIBRARY SERVICE (NLS): That All May Read

VTLIB is able to provide special-format reading materials and other services through a partnership with the National Library Service for the Blind and Physically Handicapped (NLS), which is a program of the Library of Congress. Are you aware of this national program?

	1 - Unaware of the program	2	3 - Moderately aware of the program	4	5 - Very aware of the program
National Library Service Talking Books Program					

28) TALKING BOOKS COLLECTION The Talking Books Collection offers a wide range of popular fiction and non-fiction titles for adults, teens, and children in special formats for eligible readers. How aware are you of this service?

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service
Talking Books Collection					

29) BARD: Braille and Audio Reading Download This free service, offered by the Special Services Unit, allows eligible patrons with Internet access and an email address to search for and download titles to either a personal flash drive or a digital cartridge for immediate listening. New titles are frequently added to this service. How aware are you of this service?

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service
BARD: Braille and Audio Reading Download service					

30) Large Print Materials
VTLIB provides a collection of large print materials to help local libraries supplement their collections in an effort to serve patrons with visual impairments. How aware are you of this service?

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service
Large Print Materials					

31) My staff have the skills and training they need to inform patrons about the Talking Books program and to help them register for the service.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

**32) How does the availability of this program/service affect your ability to serve patrons?
(Please mark the response that is most important to your library.)**

Reduces the overall cost of services to patrons

Improves the quality of service we can provide to patrons

Broadens the range of services/resources our patrons can access

Builds capacity among my staff

Other (Please specify below.)

33) If you answered "other" to the question above, please specify in the text box provided below.

34) If the Talking Books program provided through the Special Services Unit was no longer available through VTLIB, how likely is it that your library would be able to fund the cost of its services through your library's budget?

1 - Extremely unlikely

2 - Unlikely

3 - Neutral or unsure

4 - Likely

5 - Extremely likely

35) If you have any additional feedback for VTLIB regarding its support for the Talking Books/ Special Services Unit program, please insert that feedback in the text box provided below.

VERMONT ONLINE LIBRARY - PUBLIC LIBRARIES

36) Please describe your satisfaction with each of the following e-resources.

	1 - Completel y dissatisfi ed	2	3 - Neither satisfied nor dissatisfi ed	4	5 - Complete ly Satisfied	6 - NOT FAMILIAR WITH THIS RESOURCE/UNAB LE TO RATE
Academic OneFile						
Biography in Context						
Business Insights: Essentials						
Career Transitions						
ChiltonLibrary.com						
Educator's Reference Complete						
Expanded Academic ASAP						
Gale Virtual Reference Library						
General OneFile						
General Reference Center Gold						
Health and Wellness Resource Center and						

Alternative Health Module						
HeritageQuest						
Information Science and Library Issues Collection						
Kids InfoBits						
Newsstand						
Opposing Viewpoints in Context						
Popular Magazines						
Powerspeak Languages						
Research in Context						
Science in Context						
Small Business Resource Center						
Student Edition						
U.S. History in Context						
Universal Class online classes						
Vocations and Careers Collection						

37) Which three of the e-resources offered through the Vermont Online Library do you believe are of the greatest importance to your patrons/ users? (Please select only three.)

Academic OneFile
Biography in Context
Business Insights: Essentials
Career Transitions
ChiltonLibrary.com
Educator's Reference Complete
Expanded Academic ASAP
Gale Virtual Reference Library
General OneFile
General Reference Center Gold
Health and Wellness Resource Center and Alternative Health Module
HeritageQuest
Information Science and Library Issues Collection
Kids InfoBits
Newsstand
Opposing Viewpoints in Context
Popular Magazines
Powerspeak Languages
Research in Context
Science in Context
Small Business Resource Center
Student Edition
U.S. History in Context
Universal Class online classes
Vocations and Careers Collection

38) Please explain the reason that your first choice is of the greatest importance.

39) Are there e-resources/databases that you wish that the Vermont Online Library (VOL) included that are currently not available?

Yes
No

40) If you answered "yes" to the question above, indicate which e-resources you would like to see added in order of importance to your patrons/ users. (List most important first.)

41) Please indicate the degree to which you agree or disagree with the following statement: My staff have the skills and training they need to use and teach patrons how to use the Vermont Online Library (VOL) resources

1 - Strongly disagree
2 - Disagree
3 - Neither agree nor disagree
4 - Agree
5 - Strongly agree

42) How does the availability of these e-resources/databases affect your ability to serve your patrons? (Select the response that represents the greatest impact on your library.)

- Reduces the overall cost of services to patrons
- Improves the quality of service we can provide to patrons
- Broadens the range of services/resources our patrons can access
- Builds capacity among my staff
- Other (Please specify below.)

43) Please indicate your overall satisfaction with the Vermont Online program.

- 1 - Completely dissatisfied
- 2 - Mostly dissatisfied
- 3 - Neither satisfied nor dissatisfied
- 4 - Mostly satisfied
- 5 - Completely satisfied

44) If you have any additional feedback for the Vermont Department of Libraries regarding the Vermont Online Library program, please insert that feedback below.

VERMONT ONLINE LIBRARY

45) Please describe your satisfaction with each of the following e-resources.

	1 - Completely dissatisfied	2	3 - Neither satisfied nor dissatisfied	4	5 - Completely Satisfied	6 - NOT FAMILIAR WITH THIS RESOURCE/UNABLE TO RATE
Academic OneFile						
Biography in Context						
Business Insights: Essentials						
Career Transitions						
ChiltonLibrary.com						

Educator's Reference Complete						
Expanded Academic ASAP						
Gale Virtual Reference Library						
General OneFile						
General Reference Center Gold						
Health and Wellness Resource Center and Alternative Health Module						
Information Science and Library Issues Collection						
Kids InfoBits						
Newsstand						
Opposing Viewpoints in Context						
Popular Magazines						
Powerspeak Languages						
Research in Context						
Science in Context						

Small Business Resource Center						
Student Edition						
U.S. History in Context						
Vocations and Careers Collection						

46) Which three of the e-resources offered through the Vermont Online Library do you believe are of the greatest importance to your patrons/ users? (Please select only three.)

- Academic OneFile
- Biography in Context
- Business Insights: Essentials
- Career Transitions
- ChiltonLibrary.com
- Educator's Reference Complete
- Expanded Academic ASAP
- Gale Virtual Reference Library
- General OneFile
- General Reference Center Gold
- Health and Wellness Resource Center and Alternative Health Module
- Information Science and Library Issues Collection
- Kids InfoBits
- Newsstand
- Opposing Viewpoints in Context
- Popular Magazines
- Powerspeak Languages
- Research in Context
- Science in Context
- Small Business Resource Center
- Student Edition
- U.S. History in Context
- Vocations and Careers Collection

47) Please explain the reason that your first choice is of the greatest importance.

48) Are there e-resources/databases that you wish that the Vermont Online Library (VOL) included that are currently not available?

- Yes
- No

49) If you answered "yes" to the question above, indicate which e-resources you would like to see added in order of importance to your patrons/ users. (List most important first.)

50) Please indicate the degree to which you agree or disagree with the following statement: I and my fellow staff members have the skills and training they need to use and teach patrons how to use tthe Vermont Online Library (VOL) resources

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

51) How does the availability of these e-resources/databases affect your ability to serve your patrons? (Select the response that represents the greatest impact on your library.)

- Reduces the overall cost of services to patrons
- Improves the quality of service we can provide to patrons
- Broadens the range of services/resources our patrons can access
- Builds capacity among my staff
- Other (Please specify below.)

52) Please indicate your overall satisfaction with the Vermont Online program.

- 1 - Completely dissatisfied
- 2 - Mostly dissatisfied
- 3 - Neither satisfied nor dissatisfied
- 4 - Mostly satisfied
- 5 - Completely satisfied

53) If you have any additional feedback for the Vermont Department of Libraries regarding the Vermont Online Library program, please insert that feedback below.

RESOURCE SHARING

54) The Vermont Department of Libraries supports resource sharing in a number of different ways including the provision of the Vermont Automated Library System (VALS) Web2 catalog, coordination of statewide interlibrary loan services and cooperation in pilot projects such as the Green Mountain Library Consortium (GMLC)/ Department of Libraries (VTLIB) ILL Courier System Pilot project. Please indicate whether or not your library participates in any of the following activities:

	YES, my library participates	NO, my library does not participate	I was not aware of the program
Vermont Automated Library System (VALS)			
Resource Sharing Grants			
ILL Courier System Pilot Project			

55) Please indicate your library's practice in regard to each of the following interlibrary loan services:

	YES, this is my library's practice	NO, my library does not do this
Sending physical items to other libraries through the mail		
Sending physical items through the ILL pilot project courier system		
Filling requests from other libraries to the greatest extent possible		
Informing patrons about their interlibrary loan options		
Sending ILL requests for out-of-state borrowing to VTLIB		

56) Please complete the following sentence. The biggest barrier to my library's active or full participation in interlibrary loan is:

57) My library receives the support it needs from VTLIB to offer the public an effective system of resource sharing.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

58) If you have any additional feedback for VTLIB regarding resource sharing services, please insert your comments in the text box provided below.

THANK YOU!

Appendix F – Measuring Success Table

Appendix F

Vermont FFY 2013 - FFY 2015 Measuring Success Focal Areas

	Resource Sharing Supplementary Grants	Catamount Library Network	FiberConnect Network	Vermont Automated Libraries System (VALS) and Vermont Online Library (VOL)	Library Development - Assoc. of Rural and Small Libraries Scholarships	Building Library Capacity (Consulting and Statistics)	Continuing Education for Vermont Library Workforce	Cultural Programming for Adults	Motion Picture Performance License	Special Services to the Visually and Physically Handicapped	Statewide Databases for Public, School, and Academic Libraries	Summer Reading Program	Vermont Early Literacy Initiative and AWE Workstations	e-Book Collection Development and Academic Libraries	Preserving Vermont Newspapers on Microfilm	Digital Literacy for Job-Seekers: Job Hunt Helpers Program
Lifelong Learning																
Improve users' formal education																
Improve users' general knowledge and skills						Yes	Yes			Yes	Yes					
Information Access																
Improve users' ability to discover information resources		Yes							Yes							
Improve users' ability to obtain and/or use information resources	Yes		Yes					Yes				Yes	Yes			
Institutional Capacity																
Improve the library workforce				Yes		Yes										
Improve the library's physical and technological infrastructure			Yes							Yes						
Improve library operations					Yes		Yes									
Economic & Employment Development																
Improve users' ability to use resources and apply information for employment support																Yes
Improve users' ability to use and apply business resources																
Human Resources																
Improve users' ability to apply information that furthers their personal, family or household finances																
Improve users' ability to apply information that furthers their personal or family health & wellness																
Improve users' ability to apply information that furthers their parenting and family skills																
Civic Engagement																
Improve users' ability to participate in their community																
Improve users' ability to participate in community conversations around topics of concern																

Appendix G – Targeted Audience Table

**Appendix G
Vermont LSTA Targeted Audiences**

PROGRAM/INITIATIVE	STATE GOAL	Targeted Audiences										
		Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are unemployed/underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General	
Resource Sharing Supplementary Grants	GOAL 1											Yes
Catamount Library Network	GOAL 1											Yes
FiberConnect Wide Area Network (WAN)	GOAL 1											Yes
Vermont Automated Libraries System (VALS) and Vermont Online Library (VOL)	GOAL 1											Yes
Library Development - Assoc. of Rural and Small Libraries Scholarships	GOAL 2	Yes										
Building Library Capacity (Consulting and Statistics)	GOAL 2	Yes										
Continuing Education for Vermont Library Workforce	GOAL 2	Yes										
Cultural Programming for Adults	GOAL 3											Yes
Motion Picture Performance License	GOAL 3											Yes
Special Services to the Visually and Physically Handicapped	GOAL 3						Yes					
Statewide Databases for Public, School, and Academic Libraries	GOAL 3											Yes
Summer Reading Program	GOAL 3	Yes							Yes	Yes	Yes	
Vermont Early Literacy Initiative and AWE Workstations	GOAL 3	Yes										
e-Book Collection Development Grant	GOAL 3											Yes
Preserving Vermont Newspapers on Microfilm	GOAL 3											Yes
Digital Literacy for Job-Seekers: Job Hunt Helpers Program	GOAL 3			Yes				Yes				

Appendix H – Expenditure Tables

Appendix H - Vermont LSTA Grants to States Expenditures FFY 2013 - FFY 2015 - All Goals

	State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditure TOTALS	Percentage of FFY 2013 - FFY 2015 TOTAL Expenditure
Cultural Programming for Adults: Grant Programs for Public Libraries	Goal 3	\$ 4,000.00	0.44%	\$ 5,400.00	0.59%	\$ 5,900.00	0.65%	\$ 15,300.00	0.56%
Motion Picture Public Performance License	Goal 3	\$ 12,000.00	1.32%	\$ 15,000.00	1.64%	\$ 12,000.00	1.32%	\$ 39,000.00	1.43%
Library Development ARSL Conference Scholarship Grants	Goal 2	\$ 11,050.00	1.22%	\$ 7,000.00	0.76%	\$ 7,990.50	0.88%	\$ 26,040.50	0.95%
Resource Sharing Supplementary Grants	Goal 1	\$ 42,915.00	4.73%	\$ 94,625.00	10.33%	\$ -	0.00%	\$ 137,540.00	5.03%
Special Services to the Visually & Physically Handicapped and State-Supported Institutions	Goal 3	\$ 136,484.81	15.06%	\$ 114,072.24	12.45%	\$ 121,617.74	13.33%	\$ 372,174.79	13.61%
Building Library Capacity (Consulting and Statistics)	Goal 2	\$ 108,365.99	11.95%	\$ 123,986.70	13.53%	\$ 115,634.76	12.68%	\$ 347,987.45	12.72%
Continuing Education for Vermont Library Workforce	Goal 2	\$ 68,972.43	7.61%	\$ 115,938.80	12.66%	\$ 62,610.17	6.86%	\$ 247,521.40	9.05%
Statewide Databases for Public, School and Academic Libraries	Goal 3	\$ 141,060.53	15.56%	\$ 94,751.42	10.34%	\$ 211,032.95	23.14%	\$ 446,844.90	16.34%
Catamount Library Network	Goal 1	\$ 44,281.19	4.88%	\$ -	0.00%	\$ -	0.00%	\$ 44,281.19	1.62%
Summer Reading Program	Goal 3	\$ 33,491.04	3.69%	\$ 33,169.24	3.62%	\$ 18,455.54	2.02%	\$ 85,115.82	3.11%
FiberConnect Wide Area Network (WAN)	Goal 1	\$ 33,220.64	3.66%	\$ 9,053.90	0.99%	\$ 10,128.31	1.11%	\$ 52,402.85	1.92%
Vermont Early Literacy Initiative and AWE Workstations	Goal 3	\$ 28,590.68	3.15%	\$ 27,740.33	3.03%	\$ 23,495.87	2.58%	\$ 79,826.88	2.92%
e-Book Collection Development Grant	Goal 3	\$ 10,000.00	1.10%	\$ 10,000.00	1.09%	\$ 45,342.33	4.97%	\$ 65,342.33	2.39%
Preserving Vermont Newspapers on Microfilm	Goal 3	\$ -	0.00%	\$ -	0.00%	\$ 11,067.57	1.21%	\$ 11,067.57	0.40%
Digital Literacy for Job-Seekers: Job Hunt Helpers Program	Goal 3	\$ -	0.00%	\$ -	0.00%	\$ 10,776.00	1.18%	\$ 10,776.00	0.39%
Vermont Automated Libraries System & Services (VALS/Vermont Online Library (VOL))	Goal 1	\$ 232,089.69	25.60%	\$ 265,412.37	28.97%	\$ 256,030.26	28.07%	\$ 753,532.32	27.55%
		\$ 906,522.00	100.00%	\$ 916,150.00	100.00%	\$ 912,082.00	100.00%	\$ 2,734,754.00	100.00%

Federal Allotment \$ 906,522.00 \$ 916,150.00 \$ 912,082.00 \$ 2,734,754.00

Goal 1: Vermont citizens will have access to a wide array of library and information resources made available through networks and other linkages and via resource sharing among all types of libraries.

Expenditures for FFY 2013 through FFY 2015 for projects under Goal 1 amounted to \$987,756.36 or 36.12% of the total

Goal 2: Libraries will have opportunities to strengthen their capacity to provide quality services and resources to all citizens.

Expenditures for FFY 2013 through FFY 2015 for projects under Goal 2 amounted to \$621,549.35 or 22.72% of the total

Goal 3: All Vermonters will have access to a wide range of high quality library resources and services to meet their lifelong learning, informational, recreational, and occupational needs and interests.

Expenditures for FFY 2013 through FFY 2015 for projects under Goal 3 amounted to \$1,125,448.29 or 41.15% of the total

Appendix H - Vermont LSTA Grants to States Expenditures - FFY 2013 - FFY 2015 - Goal 1

	State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditure TOTALS	Percentage of FFY 2013 - FFY 2015 TOTAL Expenditure
Resource Sharing Supplementary Grants	Goal 1	\$ 42,915.00	12.17%	\$ 94,625.00	25.64%	\$ -	0.00%	\$ 137,540.00	13.92%
Catamount Library Network	Goal 1	\$ 44,281.19	12.56%	\$ -	0.00%	\$ -	0.00%	\$ 44,281.19	4.48%
FiberConnect Wide Area Network (WAN)	Goal 1	\$ 33,220.64	9.42%	\$ 9,053.90	2.45%	\$ 10,128.31	3.81%	\$ 52,402.85	5.31%
Statewide Resource Sharing and Vermont Automated Libraries System (VALS/Vermont Online Library (VOL)	Goal 1	\$ 232,089.69	65.84%	\$ 265,412.37	71.91%	\$ 256,030.26	96.19%	\$ 753,532.32	76.29%
		\$ 352,506.52	100.00%	\$ 369,091.27	100.00%	\$ 266,158.57	100.00%	\$ 987,756.36	100.00%
Federal Allotment		\$ 906,522.00		\$ 916,150.00		\$ 912,082.00		\$ 2,734,754.00	

Goal 1: Vermont citizens will have access to a wide array of library and information resources made available through networks and other linkages and via resource sharing among all types of libraries.

Expenditures for FFY 2013 through FFY 2015 for projects under Goal 1 amounted to \$987,756.36 or 36.12% of the total

Goal 2: Libraries will have opportunities to strengthen their capacity to provide quality services and resources to all citizens.

Goal 3: All Vermonters will have access to a wide range of high quality library resources and services to meet their lifelong learning, informational, recreational, and occupational needs and interests.

Appendix H - Vermont LSTA Grants to States Expenditures - FFY 2013 - FFY 2015 - Goal 2

	State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditure TOTALS	Percentage of FFY 2013 - FFY 2015 TOTAL Expenditure
Library Development ARSL Conference Scholarship Grants	Goal 2	\$ 11,050.00	5.87%	\$ 7,000.00	2.83%	\$ 7,990.50	4.29%	\$ 26,040.50	4.19%
Building Library Capacity (Consulting and Statistics)	Goal 2	\$ 108,365.99	57.52%	\$ 123,986.70	50.21%	\$ 115,634.76	62.09%	\$ 347,987.45	55.99%
Continuing Education for Vermont Library Workforce	Goal 2	\$ 68,972.43	36.61%	\$ 115,938.80	46.95%	\$ 62,610.17	33.62%	\$ 247,521.40	39.82%
		\$ 188,388.42	100.00%	\$ 246,925.50	100.00%	\$ 186,235.43	100.00%	\$ 621,549.35	100.00%
Federal Allotment		\$ 906,522.00		\$ 916,150.00		\$ 912,082.00		\$2,734,754.00	

Goal 1: Vermont citizens will have access to a wide array of library and information resources made available through networks and other linkages and via resource sharing among all types of libraries.

Goal 2: Libraries will have opportunities to strengthen their capacity to provide quality services and resources to all citizens.

Expenditures for FFY 2013 through FFY 2015 for projects under Goal 2 amounted to \$621,549.35 or 22.72% of the total

Goal 3: All Vermonters will have access to a wide range of high quality library resources and services to meet their lifelong learning, informational, recreational, and occupational needs and interests.

Appendix H - Vermont LSTA Grants to State Expenditures - FFY 2013 - FFY 2015 - Goal 3

	State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditures	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 Expenditure TOTALS	Percentage of FFY 2013 - FFY 2015 TOTAL Expenditure
Cultural Programming for Adults: Grant Programs for Public Libraries	Goal 3	\$ 4,000.00	1.09%	\$ 5,400.00	1.80%	\$ 5,900.00	1.28%	\$ 15,300.00	1.36%
Motion Picture Public Performance License	Goal 3	\$ 12,000.00	3.28%	\$ 15,000.00	5.00%	\$ 12,000.00	2.61%	\$ 39,000.00	3.47%
Special Services to the Visually & Physically Handicapped and State-Supported Institutions	Goal 3	\$ 136,484.81	37.33%	\$ 114,072.24	38.01%	\$ 121,617.74	26.46%	\$ 372,174.79	33.07%
Statewide Databases for Public, School and Academic Libraries	Goal 3	\$ 141,060.53	38.58%	\$ 94,751.42	31.57%	\$ 211,032.95	45.91%	\$ 446,844.90	39.70%
Summer Reading Program	Goal 3	\$ 33,491.04	9.16%	\$ 33,169.24	11.05%	\$ 18,455.54	4.01%	\$ 85,115.82	7.56%
Vermont Early Literacy Initiative and AWE Workstations	Goal 3	\$ 28,590.68	7.82%	\$ 27,740.33	9.24%	\$ 23,495.87	5.11%	\$ 79,826.88	7.09%
e-Book Collection Development Grant	Goal 3	\$ 10,000.00	2.74%	\$ 10,000.00	3.33%	\$ 45,342.33	9.86%	\$ 65,342.33	5.81%
Preserving Vermont Newspapers on Microfilm	Goal 3	\$ -	0.00%	\$ -	0.00%	\$ 11,067.57	2.41%	\$ 11,067.57	0.98%
Digital Literacy for Job-Seekers: Job Hunt Helpers Program	Goal 3	\$ -	0.00%	\$ -	0.00%	\$ 10,776.00	2.34%	\$ 10,776.00	0.96%
		\$ 365,627.06	100.00%	\$ 300,133.23	100.00%	\$ 459,688.00	100.00%	\$ 1,125,448.29	100.00%
Federal Allotment		\$ 906,522.00		\$ 916,150.00		\$ 912,082.00		\$ 2,734,754.00	

Goal 1: Vermont citizens will have access to a wide array of library and information resources made available through networks and other linkages and via resource sharing among all types of libraries.

Goal 2: Libraries will have opportunities to strengthen their capacity to provide quality services and resources to all citizens.

Goal 3: All Vermonters will have access to a wide range of high quality library resources and services to meet their lifelong learning, informational, recreational, and occupational needs and interests.

Expenditures for FFY 2013 through FFY 2015 for projects under Goal 3 amounted to \$1,125,448.29 or 41.15% of the total

Appendix I – Web Survey Report

Appendix I - Vermont Web-Survey Report

One hundred and eighty people responded to the web survey concerning the LSTA evaluation. One hundred were from public library respondents, fifty-four from school libraries, twenty from academic libraries, and six from other types of libraries, i.e., combined school and public libraries, the State Reference Library, a community library, and a regional independent outreach organization. Fifty-seven (57.3) percent identified themselves as library directors. Another seven (7.3) percent were children's/youth services librarians. Over one hundred and thirteen communities in Vermont were represented.

Twenty-six (26.4) percent served populations of less than 500 people. (Seventy percent of the school libraries were in this group serving populations of less than 500.) Another twenty-nine (29.8) percent served populations between 500 and 1,999. The largest percent (23.6) served populations between 2,000 and 4,999. Nine (9.6) percent served a population of 10,000 to 24,999. Of this last group, sixteen were public libraries and one was academic.

Forty (40.7) percent reported having an annual operating budget of less than \$50,000. At the opposite end of the scale, one public and two academic libraries reported budgets of \$1,000,000 to \$1,999,999 and two school library respondents reported an annual operating budget of \$5,000,000 or more.

Of the total respondents, fifty-nine (59.3) percent said they had a full-time-equivalent (FTE) staff of less than two. This included forty school libraries, fifty-nine public libraries, and three academic libraries. Another twenty-two (22.6) percent said they had between 2 and 4 FTE staff. One public and three academic library respondents reported having between ten and nineteen FTE staff. One academic library respondent had a FTE staff of 35 to 49 people.

The web survey was structured so that only those identifying themselves as being in a public library setting answered questions related to the 2016 summer reading program and the continuing education offerings supported by VTLIB. Both public library and school library respondents were asked questions related to the Talking Books/Special Services Unit program. All the respondents, public, school, and academic, were asked to answer the questions related to the Vermont Online Library (VOL) and resource sharing.

Summer Reading Program—Public Library Respondents

Ninety-eight (98.0) percent of the respondents offered a summer reading program in 2016. Of the two that did not offer the program, one had insufficient staff to do so and the other had had a change in personnel and had started a building project which left them with “no one to run the program and no place to do it.”

Ninety (90.5) percent provided staff or other presenters leading events or programs for pre-school children; the other nine (9.5) percent had provided only self-help guides, lists, and other resources without staff led events or programs. Ninety (90.7) percent had provided staff or other presenters leading events or programs for school-aged children with eight percent (8.2) percent providing only the self-help guides, etc. Fifty-two (52.8) percent had provided staff or other presenters leading events or programs for teens and thirty (30.2) percent had provided this level of support for programs for adults.

Eighty-six (86.6) percent had used the Collaborative Summer Library Program (CSLP) materials provided by VTLIB. Eighty-six (86.6) percent agreed (either strongly agreed or agreed) with the statement that their staff had the skills and training they needed to plan and conduct an effective summer reading program.

Sixty-six people responded to the question which asked the types of skills or training that would help their staff plan and conduct an effective summer reading program. *(Please request the complete responses to this question in the survey compilation.)* Some comments were related to programs for adults or teens specifically, such as “A workshop on providing a successful Adult Summer Reading program might be helpful or just a page of resources/links for staff who want to offer an Adult SRP, but don’t know where to begin.” Comments asked for advice on “how-to....” or “more...” “How to be creative and invent effective programs in an efficient manner.” “More sharing of ideas for cheap and effective programs to run.” Some responses included several ideas. “Hold the Summer Reading Program workshop earlier in the year if possible for help/suggestions for planning. Workshops on how to partner/coordinate with schools (summer school programs), other libraries and organizations. Improve fund raising skills for summer programs.”

Sixty-nine (69.1) percent agreed (strongly agreed or agreed) with the statement that their library received all the support it needs from VTLIB to carry out an effective summer reading program. Eleven (11.3) percent disagreed (strongly disagreed or disagreed).

Fifty-two respondents answered the question: Briefly describe the types of additional support you feel would help your library plan and conduct an effective summer reading program. *(Please request the complete responses to this question in the survey compilation.)* Several comments were related to the performers, especially regarding their fees. “The Summer Reading Performer Grant could be higher. The amount does not cover most performer fees.” “The summer performers really bring kids into the library, but we have a small programs budget---around \$1000/year. This is for programs for all age levels. Additional funding for summer performers would be very helpful.” “It would be great to add to the list of approved presenters for the performer’s grant to include more programs that are \$100 or less.” “Most high quality performers recommended by VTLIB are still beyond the reach of our budget.”

Sixty-seven (67.4) percent of the respondents rated the CSLP Program Manual as good or excellent. Thirteen (13.7) percent said they did not use the Manual. Most of those

giving this response indicated they were not responsible for the program, i.e., “I don’t do the programming.” One person said “The manual has a lot of great information and ideas but find it overwhelming. Searching the internet for program ideas is simpler and what we use for the rest of the year.” *(Please request the complete responses to this question in the survey compilation.)*

Seventy-five (75.3) percent said providing the names of summer reading resource presenters/performers/educators was good or excellent.

Sixty-seven (67.8) percent said providing general summer reading program advice and consultation was good or excellent.

Respondents were provided with a list of six training opportunities and asked which would make the most difference in terms of improving your summer reading program.

Training Opportunity	% Checking This Opportunity
Training on outreach	51.9%
Help with program planning/curriculum design	50.6%
Training on public engagement	50.6%
Time/resource management training	34.2%
Assistance with program evaluation	12.7%
Language/cultural competency training	6.3%

Training on outreach received the highest number of responses, followed closely by help with program planning/curriculum design and training on public engagement. Six people (representing 7.6 percent of the respondents) checked “Other” and provided other ideas. Two said financial assistance/funding, and another said resources for providing prizes.

Sixteen participants provided additional feedback for VTLIB regarding its support for your library’s summer reading program. Their answers were quite varied although three thanked VTLIB for the program. One said “Love the summer reading workshop where we are able to share ideas.”

Continuing Education Offerings Supported by VTLIB

The next four questions, which were asked of public library respondents only, were related to five continuing education offerings supported by VTLIB.

Offering	Very Aware	Totally Unaware
Children's/Young Adult services training and education	55.6%	7.1%
Technology training and education	52.0%	5.1%
Adult/Information services training and education	49.5%	10.1%
Trustee training and education	45.5%	11.1%
Strategic planning	44.4%	12.1%

Respondents were most aware of the children's/young adult services training and education and least aware of strategic planning.

Sixty-two (62.2) percent of the respondents said they had personally participated in the adult/information services training and twenty-nine (29.6) percent said other members of their staff had also participated in that training. Sixty (60.2) percent said they personally had participated in the technology training and education offerings and thirty-one (31.6) percent indicated other members of their staff had also participated in that training. Fifty-two (52.5) percent had personally participated in the children's/young adult training and education offerings and forty-four (44.4) percent said other members of their staff had also participated in that training. Of the five offerings, the lowest percent (30.2) of respondents personally participating was for trustee training and education. Strategic planning was second from the bottom with thirty-eight (38.3) percent of the respondents saying they personally had participated.

When asked to rate their satisfaction with the five offerings, respondents were most completely satisfied with the children's/young adult services training and education (60.0 percent completely satisfied). The lowest percent of completely satisfied responses (29.5) was for strategic planning; however, forty-one (41.1) percent also said strategic planning was "not applicable" to them.

The final question related to continuing education asked respondents for any additional feedback they would like to share. Thirty-seven respondents offered their thoughts. *(Please request the complete responses to this question in the survey compilation.)* Several were related to cut backs in the offerings.

"Although training and support have been available and helpful in the past, to accurately and truthfully answer the questions in this section for the current year I would have to address the current situation. There is a great need to reestablish these contacts at local levels. The void in professional development and personalized assistance needs to be filled. Although DOL lists links to workshops and keeps us all informed regarding staffing developments, it feels like small libraries are working in isolation at this time."

“I am disappointed that the VTLIB’s certification program came to a complete stop in 2016. I am mid-way through and am eager to finish – not to mention gain a better understanding of the two core topics that I haven’t taken yet. It feels like there has been little opportunity for in-person continuing education of late. (And I would advocate for in-person trainings as so many librarians work alone and need that time to gather with their peers.)”

“I am midway through my certification and no additional core classes have been offered this year. This is unacceptable.”

Talking Books/Special Services Unit Program

Both public library and school library respondents were asked the next nine questions related to the Talking Books/Special Services Unit program. Respondents were asked to indicate their level of awareness of four programs provided through the Special Services Unit using a five-point scale in which 1 meant “unaware of the program” and 5 meant “very aware of the program.” In the table below “unaware” is the percent that chose a 1 for their answer and “aware” is the sum of scores of 4 and 5.

Program	Public Libraries Unaware of Service	Public Libraries Aware of Service	School Libraries Unaware of Service	School Library Aware of Service
NLS Talking Books Program	2.0%	56.6%	22.2%	22.2%
Talking Books Collection	9.1%	52.6%	33.3%	24.1%
BARD	27.3%	27.3%	37.0%	13.0%
Large Print Materials	3.0%	78.8%	15.4%	40.4%

Of the four programs the highest percents of both public library and school library respondents were aware of the large print materials available through libraries and least aware of the BARD (Braille and Audio Reading Download) program.

The next question asked respondents their level of agreement/disagreement with the statement: My staff have the skills and training they need to inform patrons about the Talking Books program and to help them register for the service.

Among the public library respondents thirty-nine (39.8) percent either agreed or strongly agreed with the statement. Thirty-three (33.7) percent either strongly disagreed or disagreed. Among school library respondents twenty (20.8) percent agreed or strongly agreed with the statement and fifty-two (52.8) percent either strongly disagreed or disagreed. While public library respondents were more confident than the school library

respondents that their staff were able to inform patrons about the program and help them to register for the service, neither public nor school library respondents are very confident in those skills.

The next question asked respondents how the availability of this program/service affects their ability to serve patrons. The highest percents of both public and school library respondents said it broadened the range of services/resources their patrons can access. The second highest percents for both groups said it improves the quality of the service we can provide. Most of the school library respondents who checked the “other” response said they did not have students using the program or that someone else at their institution was responsible for the service. Among the public library responses, the “other” category comments were similar: not applicable, etc. One person said “The availability of the program/service does not affect our ability to serve patrons due to the fact that we have offered large print materials for years, and no one has requested the Talking Book service for a number of years. The library does have a poster promoting the Talking Book program if someone should have need of the service.”

Seventy-three (73.2) percent of the public library respondents and sixty-four (64.1) percent of the school library respondents said it was either extremely unlikely or unlikely that their library would be able to fund the cost of the Talking Books program if VTLIB no longer supported it.

Twenty-two public library participants and ten school library survey participants provided feedback regarding the VTLIB support for the Talking Books/Special Services Unit program. *(Please request the complete responses to this question in the survey compilation.)* Public library responses included several saying they did not know much about the service, but there were also kudos such as “doing a great job!” Four wanted to learn more about the program. One person said, “Hard to assess whether people we encourage to enroll directly with Special Services actually follow up. We do offer library-purchased large print materials, books on CD and downloads for popular devices; we might be somewhat likely to fund services like Talking Books locally.

Among the ten school library comments three wanted to learn more about the program. One additional respondent said, “I have so many students, who have reading disabilities, which are not physically based, as required: ‘Disability must be physically based (an organic dysfunction).’ So many more students would have access to learning, i.e. reading, if more students would be granted access to this program.”

Vermont Online Library (VOL) and resource sharing

(While the questions from this point to the end of the survey are the same for the different types of libraries, their numbers are different because the length of the survey varied by the type of library. Consequently, question wordings are in bold print to assist the reader in navigating the survey compilation.)

Survey participants from public, school, and academic libraries were asked to describe their **satisfaction with twenty-five e-resources provided as part of VOL**. They were to use a five-point scale where one meant completely dissatisfied and five meant completely satisfied. It was also possible to indicate that they were not familiar with the resource and were unable to rate it. In the table below the top ten e-resources for each type of library are listed in descending order of satisfaction where the percent included is based on a rating of a four or a five (the sum of four and five) where five indicated completely satisfied. Note that the percents are based on ninety-five public library responses, fifty-two school library responses, and twenty academic library responses. *(Please request the complete responses to this question in the survey compilation.)*

Ranking	Public Library	School Library	Academic Library
1	Universal Class online classes (67.7%)	Biography in Context (66.1%)	Opposing Viewpoints in Context (80.0%)
2	Heritage Quest (56.7%)	Opposing Viewpoints in Context (64.1%)	Academic OneFile (70.0%)
3	Gale Virtual Reference Library (41.1%)	Gale Virtual Reference Library (62.3%)	Business Insights: Essentials (65.0%)
4	ChiltonLibrary.com (35.8%)	U.S. History in Context (58.5%)	Expanded Academic ASAP (65.0%)
5	Kids InfoBits (33.0%)	Academic OneFile (54.8%)	Gale Virtual Reference Library (65.0%)
6	Health and Wellness Resource Center and Alternative Health Module (31.6%)	Science in Context (54.7%)	General OneFile (52.6%)
7	Information Science and Library Issues Collection (29.8%)	General OneFile (53.8%)	Educator's Reference Complete (50.0%)
8	Small Business Resource Center (27.3%)	Kids InfoBits (52.9%)	Biography in Context (45.0%)
9	General OneFile (26.9%)	Research in Context (49.0%)	Career Transitions (45.0%)
10	Opposing Viewpoints in Context (25.6%)	Student Edition (48.2%)	General Reference Center Gold (42.1%)

Of the top ten for each type of library Gale Virtual Reference Library, General OneFile, and Opposing Viewpoints in Context appear in the top ten for all three types of libraries. Kids Info Bits appear in the lists for both public and school libraries. Biography in Context and Academic OneFile appear in the lists for both school and academic libraries. Both public and school library participants gave frequent 'not familiar with this resource/unable to rate' responses for many of the e-resources.

The survey then asked **which three of the e-resources offered through the Vermont Online Library are of greatest importance to your patrons/users**. Public library respondents listed Universal Class online classes, HeritageQuest, and Gale Virtual Reference Library, matching the listing in the above table. School library respondents listed Kids InfoBits, Opposing Viewpoints in Context, and tied for third were Biography in Context and Gale Virtual Reference Library. Academic library respondents listed Academic OneFile, tied for second were Business Insights: Essentials and Opposing Viewpoints in Context, and tied for third were Expanded Academic ASAP and General OneFile.

The next question asked **the reason for the respondent's first choice of greatest importance**. *(Please request the complete responses to this question in the survey compilation.)*

Sixty-six public library participants answered the question. Twenty public library respondents specifically mentioned Universal Class. "I perceive that lifelong learning experiences are the most important to our patrons, yet attending class is often very inconvenient or expensive. Universal Class can be a wonderfully enriching experience for them." "Universal Class has become very popular. I think Dept. of Labor sends unemployed to us to find out about it." "Universal Class is my first choice, because it is the resource which is most used by our patrons. The simplicity and ability to learn a variety of new skills through this platform is appealing to our patrons."

Forty-nine school library respondents answered the question. Their resource of greatest importance differed depending upon the grade levels they worked with. "We serve a K-8 population; our elementary grades really love Kid InfoBits, and I find it an exceptional tool for teaching them how to navigate an online database, and a fantastic resource for research." "Some of the resources are too mature or too difficult a reading level for many of our students. The e-resources I checked off are age appropriate and meet specific academic needs for our older students (up to grade 8)." "Opposing Viewpoints—used more often with teachers." "Academic OneFile seems to be the same or closest to databases my college-bound students would access." "K-6 population uses kid info bits all the time."

Sixteen academic library participants answered the question. As with respondents from the other types of libraries, use of the resource is what makes it most important. "Academic Onefile covers the most ground." "Being an academic institution, Academic OneFile is of greatest importance. Looking at our usage statistics from 2012-2016 proves this. General OneFile and Opposing Viewpoints are the next two most popular databases at our college."

Only seventeen of the public library respondents said there were **e-resources/databases they wished were added to the Vermont Online Library (VOL)**. Four cited Ancestry.com; four cited Consumer Reports; and two cited Novelist. One person said she would need to research it. "full text articles are important. I would not have any service if it didn't have full text articles. That has been one complaint."

Thirty-four of the school library respondents said there were e-resources/databases they wished were added to VOL. (*Please request the complete responses to this question in the survey compilation.*) Five commented on resources that are age appropriate without citing specific databases. “More databases geared for elementary reading levels and interests.” “Anything appropriate for middle school students.” Others listed several possibilities. “Streaming video for education Downloadable audio appropriate for middle school, high school, and college level courses and recreational reading Historical newspapers database Science teachers prefer Infobase Science Online to Gale’s Science in Context.” “PebbleGo BrainPop Newsela Pro Teaching books.net Scholastic Bookflix TumbleBooks.”

Twelve of the academic library respondents said there were resources they wished were added to VOL. There does not seem to be a pattern in their responses of specific resources. “Any EBSCO databases...Academic Search Complete.” “It’s not so much the resource as the vendor. Their content is poorly indexed and does not work well with our discovery service.” “Science Direct Pacer.”

Respondents were asked to **indicate the degree to which you agree or disagree with the following statement: My staff members have the skills and training they need to use and teach patrons how to use the VOL resources.**

Forty-five (45.7) percent of the public library respondents either disagreed or strongly disagreed with the statement. Thirty-four (34.4) percent agreed or strongly agreed.

School library respondents were much more confident in their skills and training. Seventy (70.4) percent either agreed or strongly agreed with the statement. Twenty-two (22.3) percent disagreed or strongly disagreed.

Of the twenty academic library respondents, twelve (or sixty percent) strongly agreed with the statement and another seven (thirty-five percent) agreed with the statement. Only one person strongly disagreed with the statement.

How does the availability of these e-resources/databases affect your ability to service your patrons?

Sixty-five (65.6) percent of the public library respondents said the availability “broadens the range of services/resources our patrons can access.” Another twenty-eight (28.09) percent said it “improves the quality of service we can provide to patrons.”

Fifty-three (53.7) percent of the school library respondents also checked the “broadens the range of services/resources our patrons can access” and thirty-three (33.3) percent said it “improves the quality of service we can provide to patrons.”

Fourteen (represents 70.0 percent) of the academic respondents checked the “broadens the range of services/resources our patrons can access” choice.

Indicate your overall satisfaction with the Vermont Online program.

Fifty (50.0) percent of the public library respondents were mostly satisfied. Another thirty-one (31.5) percent were neither satisfied nor dissatisfied.

Thirty-five (35.2) percent of the school library respondents were mostly satisfied. Another twenty-nine (29.6) percent were completely satisfied. Twenty-four (24.1) percent were neither satisfied nor dissatisfied.

Ten academic library respondents said they were mostly satisfied, another seven were completely satisfied. None of the academic respondents checked either mostly dissatisfied or completely dissatisfied.

Please share any additional feedback regarding the Vermont Online Library program.

(Please request the complete responses to this question in the survey compilation.)

Twenty-three public library participants gave additional feedback. Seven mentioned needing more training. “It would be great to have more training and some good PR materials so that we can do a better job of letting patrons know about the great offerings through VT Online Library.” Some comments were positive: “I love VOL and think it is one of the most important resources available to VT libraries.” Others were less so: “Clunky interface, inconvenient access for customers, lack of relevant information to their searches.”

Twenty-one school library participants shared feedback. Five mentioned cost: “It is not worth the cost of VOL for us to subscribe for a K-2 population.” “Just can’t afford it this year. My budget was cut by \$5,000.” “These are the most cost effective databases we can access. They are absolutely essential to teaching our older students how to do twenty-first century research and for providing our staff with research to inform their practice.” “Please keep this valuable resource at the affordable price for us! Very important resource.”

Six academic library participants commented. Two were positive: “It’s a great resource, and I appreciate the collaborative process that has driven its creation and continuation.” Two commented on difficulties: “...Our Ebsco and ProQuest content seems more complete in comparison to Gale.”

Please indicate if your library participates in the following activities: VALS, Resource Sharing Grants, ILL Courier System Pilot Project.

Activities	Public Library Responses	School Library Responses	Academic Library Responses
Vermont Automated Library System (VALS)	96.0%	72.2%	50.0%
Resource Sharing Grants	67.3%	0.0%	15.8%
ILL Courier System Pilot Project	69.1%	1.9%	0.0%

Ninety-six (96.0) percent of the public library respondents said their library participates in the Vermont Automated Library System (VALS). Sixty-nine (69.1) percent participate in the ILL Courier System Pilot Project and sixty-seven (67.3) percent participate in the resource sharing grants. Twenty-two (22.4) percent said they were not aware of the resource sharing grants.

Seventy-two (72.2) percent of the school library respondents said their library participates in VALS. Fifty-eight (58.5) percent said they were not aware of the resource sharing grants and forty-nine (49.1) percent were not aware of the ILL Courier System Pilot Project.

Ten (representing fifty percent) of the academic respondents said their library participates in VALS and an equal number said their library did not participate. Eleven (representing fifty-seven percent) did not participate in the resource sharing grants and sixteen (representing eighty-four percent) did not participate in the ILL Courier System Pilot Project.

Indicate your library’s practice regarding each of the following interlibrary loan (ILL) services:

Practice	Public Library Responses - yes	School Library Responses - yes	Academic Library Responses - yes
Sending physical items to other libraries through the mail	93.9%	88.7%	94.7%
Sending physical items through the ILL pilot project courier system	69.4%	3.8%	0.0%
Filling requests from other libraries to the greatest extent possible	96.9%	75.5%	94.7%
Informing patrons about their ILL options	99.0%	79.2%	100.0%
Sending ILL requests for out-of-state borrowing to VT LIB	75.0%	28.3%	15.8%

High percents of the responses from all three types of libraries send physical items to other libraries through the mail, fill requests from other libraries to the greatest extent possible, and inform their patrons about ILL options. School and academic libraries are much less likely to send ILL requests for out-of-state borrowing to VT LIB than are public libraries. School libraries and academic libraries are not participating in the ILL pilot project courier system.

Please complete the following sentence. The biggest barrier to my library’s active or full participation in interlibrary loan is:

(Please request the complete responses to this question in the survey compilation.)

Seventy-three public library participants completed the sentence. Fifteen said there were no barriers. Twenty-one said cost/funding/limited resources. Other responses included “making patrons aware of the program.” “The VALS catalog is not current with other libraries holding that are not automated.” “We are only open 14 hours a week.”

Fifty-two school library participants completed the sentence. The most frequent answer (nine cites) was related to the lack of time/staffing to participate. Several comments related to DOLCAT. “We are heavy users of ILL, but the DOLCAT software is very clunky. The system seems like it could be streamlined so that my record of ILLs (currently a spreadsheet) and the email system for communicating about ILLs could be integrated into the ILL request software.”

Fifteen academic library participants completed the sentence. Three said none. Three cited cost. Two cited system compatibility. Other comments included, “mailing time and lack of a physical collection,” “lack of awareness of and interest in the service by students and staff.”

My library receives the support it needs from VTLIB to offer the public an effective system of resource sharing.

Sixty-eight (68.7) percent of the public library respondents agreed or strongly agreed with the statement: My library receives the support it needs from VTLIB to offer the public an effective system of resource sharing. Nine (9.1) percent disagreed or strongly disagreed.

Fifty-one (51.9) percent of the school library respondents agreed or strongly agreed with the statement; thirteen (13.0) percent disagreed or strongly disagreed.

Twelve academic respondents (representing sixty percent) agreed or strongly agreed with the statement. Eight (forty percent) neither agreed nor disagreed. There were no disagreed or strongly disagreed responses.

The final survey question asked for any additional feedback for VTLIB regarding resource sharing services.

(Please request the complete responses to this question in the survey compilation.)

Thirty-nine public library participants shared comments. Fourteen of the comments were related to the courier system. “We have loved the courier system this year. My only concern is that we will not receive any grant funding to supplement our costs this year.” “The courier system is a time saver and has increased our ILL requests. Patrons feel more comfortable with the courier service than money spent on mail service.” The catalog received five comments, mostly negative. “Replacement of web2 is paramount. Integration of a state-wide catalog would be incredibly helpful for customers.” “We look forward to the new VALS program – the current one certainly has its limitations.” “Although I shouldn’t complain since we can request all the books we want via ILL. However, we have not loaned books for months and do not foresee loaning any for months due to lack of IT staffing at VT LIB and the state of their current system. Our IP address changed months ago and nobody on staff knows how to reconnect us to the system.”

Thirteen school library participants commented. The most frequent comment related to needing/wanting training. “I just need a very simple way to learn about it.” “I would love some help and guidance on how to use these programs.” One lengthy comment started with “Speaking as a school librarian, we really need more outreach and resource coordination. We miss having an advocate at the state level that is dedicated to school libraries....”